

Ventura Unified School District
Magnet School Assistance Program

Application Narrative

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Introduction

This Magnet School Assistance Program Plan and the resources it provides are essential for the Ventura Unified School District to reduce Hispanic isolation in our elementary schools under a new board-approved voluntary desegregation plan. This MSAP plan creates six new magnet elementary schools, the first of their kind in Ventura.

E.P. Foster STEM Academy	Montalvo Arts Academy
Mound Magnet for Global Citizens	Academy for Technology and Leadership at Saticoy
Sheridan Way Academy of International Language Study	Will Rogers Environmental Science in a Dual Language Setting

In Ventura, as in many other places, poverty often goes hand in hand with ethnic minority status. This is the case for the schools included in this MSAP plan. Five of the proposed magnet school sites have above-average Hispanic enrollment and are also Title I schools, so-designated based on the poverty level of the student population. Analysis of the academic achievement in these schools reveals that in Ventura, ethnicity and poverty often correspond to both high and low academic achievement levels. All of the Title I schools in this plan are also identified as Program Improvement (PI) schools under No Child Left Behind, from Year 2 through Year 5 in this status. In order to truly implement our desegregation plan district-wide, this MSAP plan strategically includes and will coordinate the services of six elementary schools, including five Title I PI schools and the district's highest performing elementary school, Mound.

Table 2 below is a summary of these schools demographics and Program Improvement status.

Table 2: Ethnicity and Title I Status VUSD MSAP Elementary Schools – 2012			
<u>Site</u>	<u>Percent Hispanic</u>	<u>Percent White</u>	<u>Title I School</u>
E.P. Foster Elementary	93.29	4.93	Yes - PI Year 4
Montalvo Elementary	74.94	19.15	Yes – PI Year 2
Mound Elementary	16.52	65.55	No
Saticoy Elementary	63.92	26.99	Yes – PI Year 2
Sheridan Way Elementary	96.12	2.59	Yes – PI Year 4
Will Rogers Elementary	78.41	15.91	Yes – PI Year 5
Ventura Unified Average	48.10	43.10	

Although Mound Elementary School’s Hispanic enrollment is only 17%, it is included in this plan because it is time for Mound to become a magnet that helps VUSD reduce ethnic isolation. Through this MSAP plan, Mound will establish practices and remove barriers to attract Hispanic students that increase the diversity of its enrollment, thereby affecting Hispanic isolation at all other project schools.

Priority 1 – Need for Assistance

(a) Costs of fully implementing the magnet schools project as proposed - Magnet school funds are essential for the district to implement the systemic changes needed to create routines for school choice in the Ventura Unified School District that will reduce Hispanic isolation and promote student achievement now and into the future. Table 3 summarizes projected three-year costs to implement the proposed magnet schools project.

Table 3: Projected Costs of Fully Implementing VUSD Magnet School Project as Proposed		
Year 1	Year 2	Year 3
\$3,870,020	\$3,954,011	\$3,957,785

Fully implementing the proposed project calls for using all federal Title I funds currently allocated to the magnet schools plus the MSAP resources requested in this proposal.

(b) Resources available to carry out project if funds under the program were not provided

Title I resources are allocated to five of the MSAP schools as presented in Table 4.

Table 4: Projected Title I Resources Available for VUSD Magnet School Project		
Year 1	Year 2	Year 3
\$490,747	\$490,747	\$490,747

Title I resources are committed to supplemental staff, professional development and parent education to improve the academic achievement of students from low-income families. These services play an essential role in the safety net of services for students at the Title I schools.

(c) The extent to which the costs of the project exceed the applicant’s resources

Additional MSAP funds are requested in order to carry out the proposed project because existing resources are insufficient to develop the VUSD’s elementary magnet program.

Table 5: Costs of MSAP Project Exceeding District’s Resources		
Year 1	Year 2	Year 3
\$3,379,273	\$3,463,264	\$3,467,038

The MSAP project resources will be used to provide staff and carry out activities that other district funds cannot provide. These include: (1) provide staff to develop recruitment procedures, build community relationships, improve access to student achievement results,

initiate thematic instruction; provide academic support and evaluate the project; (2) establish professional learning communities and offer professional development related to site themes and academic achievement targets, (3) obtain specific curriculum and teaching/learning tools, (4) increase parent involvement and decision-making, (5) establish procedures and routines to sustain magnet programs.

(d) The difficulty of effectively carrying out the plan - Although the District will provide all the basic personnel, facilities, and materials needed for the six magnet school sites, without grant funding it would not be possible to create the changes in our system necessary to reduce Hispanic isolation and increase diversity in our elementary schools.

The type of program proposed – Each school in this plan will develop and offer a unique magnet program. Schools chose themes they could provide to attract more balanced enrollments. This MSAP plan supports each school’s implementation with identified MSAP common practices for professional development in academic improvement areas, technology for teaching and learning and other shared design aspects (See Program Design section). However, much of what will make the schools successful is the individual nature of each program. This requires six plans to address staffing, theme development, relationships with local community partners, professional development, and parent involvement. This is challenging.

The location of the magnet schools within the District – The VUSD elementary magnet schools serve all sections of the district. They are located in the West-end (E.P. Foster and Sheridan Way), Mid-town near the beach (Will Rogers), Montalvo (Montalvo Community), and East-end (Mound and Saticoy). This means that K-5 magnet school enrollment will impact all the other elementary feeder schools in Ventura. We want to avoid the “creaming” effect that has been reported by many magnet programs and strive to create healthy competition between schools and

a ripple effect of innovative practices. This is a positive challenge for us. We plan to address it by coordinating the efforts of the six magnet schools within the existing elementary school principals meeting structure under the leadership of the MSAP Director and the Director of Elementary Education. Success in this area will impact the future of magnet schools in Ventura.

Priority 2 – New magnet schools project – All six schools (E.P. Foster, Montalvo, Mound, Saticoy, Sheridan Way and Will Rogers Elementary Schools) will be new magnet schools. They are the first elementary schools in the Ventura Unified School District to be proposed under a voluntary desegregation plan. VUSD currently has one middle school, De Anza Academy of Technology and the Arts, in the third year of successfully implementing a voluntary desegregation plan with MSAP support.

Priority 3 – Selection of students - Students will be selected to attend magnet schools by neighborhood school boundaries and lottery. No academic examinations or criteria will be used. Ventura Unified School District's voluntary desegregation plan specifies that students will be selected for attendance at the magnet elementary schools based on the following:

1. School boundary: Students who reside within the attendance boundaries for elementary schools currently with boundaries will attend their neighborhood schools without application. On a periodic basis, as new housing development open or changes occur that affect school demographics, the Board of Education may review/adjust the boundaries for neighborhood schools.
2. District School of Choice Lottery: The District will advise parents of all current statutory attendance options and local attendance options available in the District. This bilingual notification will include a description of all options, and a description of the procedure for application for alternative attendance areas. Applications for enrollment at the magnet sites will be made available to all VUSD elementary students entering grades K through 5 annually based

on school capacity. 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 selection factors will be used to enroll a diverse student population for the magnet schools as part of an aggressive recruitment plan. These are: (1) School boundary, (2) District school of choice lottery, (3) Voluntary intradistrict transfer procedure, (4) Voluntary interdistrict transfer procedures.

Monitoring: The District will annually monitor and assess the effectiveness of its efforts to balance diversity at all elementary school sites, and its efforts to reduce minority group isolation through the Districts Student Information System as facilitated by the MSAP Data Analyst. This will include analysis of:

- The percentage of minority/non-minority students at each school
- The percentage of economically disadvantaged students at each school
- The percentage of English Learners at each school
- The number of new applications to the magnet schools each year and the demographic profile of the new applicant pools
- The effectiveness of the District's choice programs
- The effectiveness of the District's magnet schools in reducing ethnic isolation

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

Priority 4 - Promoting Science, Technology, Engineering, and Mathematics

(STEM) Education - An on-line review of current articles regarding Ventura County STEM industries and career opportunities returned the following results, “Ventura County has lost manufacturing jobs but is now holding its own”, “STEM and the Future of Agriculture”, “Naval Surface Weapon Center Port Hueneme Engineers Encourage STEM Careers” and “STEM Expo - California State University at Channel Islands”. Looking at the prospects for our Hispanic students reveals headlines like, “Latinos in STEM fields vital to nation’s workforce.” The Community College Times reports from the President’s Council of Advisors on Science and Technology states, “For the U.S. to remain globally competitive, about 1 million more STEM professionals must be produced over the next decade than are currently projected to graduate.” Together these articles point to the current STEM-related challenges and the great opportunities facing Ventura educators and students. It is the optimal time for this Ventura Unified School District MSAP to help our student and teachers to benefit from STEM.

The City of Ventura is a beach-side community on the Pacific Ocean where snapshots of ocean sports and vacation opportunities are promoted. A deeper look at our community’s economic picture reveals the key roles of agriculture, manufacturing, biotechnology, and military bases as foundations for Ventura’s current and future stability and success. According to the California Farm Bureau Foundation, Ventura ranks 10th in the state for the value of agricultural production, reporting \$1.8 billion in 2011. Our top crops are strawberries, raspberries, lemons, celery and tomatoes. Beyond the value of the crops, agriculture produces more than \$2.1 billion in economic activity. STEM careers in agriculture are growing. These include plant scientists, engineers, geo-spatial experts and technicians to build, run, monitor, maintain and collect data on agricultural systems of all kinds. (Fitzpatrick, C. *Journal Advocate*, 5/4/12). At the same time,

manufacturing is growing and bringing new excitement to our community. One example is Haas Automation, the largest U.S. manufacturer of computer controlled machine tools, providing employment to about 1,500 people at their Ventura County site alone. Even larger in local employment opportunities, Biotechnology and National Security are reported as Ventura County's top employers with over 5,000 employees each. Amgen, a Fortune 500 pioneer in biotechnology manufacturing serving millions of patients worldwide, has headquarters in Ventura County. The Naval Surface Warfare Centers in Point Mugu and Port Hueneme both report over 5,000 employees and reach out to encourage our students to consider STEM careers (vcstar.com posted 4.24.12). Last year NSWC Port Hueneme engineers partnered with the Society of Hispanic Professional Engineers to offer a professional networking social "Empowering the Future Innovators" for college and high school students with an interest in pursuing science, technology, engineering and math (STEM) studies and careers.

This MSAP project needs assessment process revealed a critical need to strengthen our district capacity to prepare students in STEM at the elementary school level. Teacher surveys report limited expertise in science, engineering and technology instruction. Technology tools for teaching and learning are limited in most elementary classrooms. At all levels, results show that VUSD students do not meet NCLB Mathematics achievement targets. This is especially true for Title I schools and those with high percentages of Hispanic students. VUSD parents, on the other hand, expect us to prepare students for success after graduation, either through college or career pathways. Our MSAP parent surveys and the 2012 district-wide technology survey showed wide-spread interest in STEM-related magnet schools to give children an early start on these pathways. This MSAP plan moves us forward in this important work.

(a) This MSAP project includes project-wide and site-specific strategies to provide VUSD students with increased access to rigorous and engaging coursework in STEM.

District-wide strategies

MSAP STEM Launch event – Each project year, this MSAP project will begin with a launch event to raise awareness regarding the urgency regarding STEM education and career preparation for over 150 project teachers, administrators and other staff members. This evening event will be co-presented by MSAP staff and STEM professionals from California State University, Channel Islands (CSUCI.) It will be an annual routine to preview the project activities for the upcoming school year, build relationships across schools and institutions, review project goals/achievements and launch the MSAP grade-level Professional Learning Communities for project teachers. After the first year, the launch event will highlight student success stories in science, technology, engineering and math.

California State University at Channel Islands (CSUCI) STEM Initiative - An exciting partnership with our local California State University, CSUCI, has emerged through the development of this plan. Dr. Phil Hampton, Professor of Chemistry and Director of Project ACCESO, has experience directing projects to increase the number of Hispanic and other low-income students interested in pursuing a bachelor's degree in STEM at CSUCI. Through our partnership, all of the project teachers and staff will have a chance to learn about the importance of these efforts and how they might benefit VUSD students and families. The project will begin each project year with a celebratory launch event to emphasize STEM career opportunities and the skills our students will need to be successful. Dr. Hampton and CSUCI staff has agreed to assist with these events and offer direct services to the three STEM magnets (E.P. Foster, Mound and Will Rogers). See site descriptions in Section C, Quality of Project Design for more details.

Math Professional Development – All project teachers will participate in the Developing Mathematical Ideas (DMI) professional development curriculum. Through DMI each MSAP school staff will learn mathematics content, learn to recognize key mathematical ideas with which their students are grappling, learn to support the power and complexity of student thinking, learn how core mathematical ideas develop across the grades, and learn how to continue learning about children and mathematics. We know from research and experience that there is a correlation between teachers' mathematical knowledge and student achievement in mathematics. (Hill, Rowan, & Ball, 2005) The MSAP DMI training is essential to ensure that VUSD students receive rigorous and engaging instruction in math.

Math and Technology Specialists – VUSD support for the MSAP plan includes district-funded coaching and content-specific teacher support from two full-time math specialists and one full-time technology specialist. All three are involved in the planning of this MSAP plan and will provide 1:1 support to classroom teachers to strengthen their STEM instruction in math and technology. The elementary math specialist will conduct the DMI training for MSAP teachers.

Technology Tools for Teaching and Learning – This MSAP plan will contribute to our district's efforts to prepare teachers to provide technology-supported learning opportunities for our students by introducing technology tools and incorporating new strategies. We expect to move staff and students from isolated work to collaborative work and from information delivery to information exchange. Specifically, this MSAP plan provides: (1) iPad computers for each participating teacher and classroom sets of 12 mini-iPads, (2) professional development through summer training and conference attendance, and (3) professional support in the use of iPads for collaboration, lesson design, lesson delivery and student engagement through technology specialists, MSAP coordinators and PLCs. Resources provided through this MSAP plan will help

schools to implement the current *VUSD Technology Plan* and thereby strengthen teacher and student skills in the technology aspect of STEM. VUSD goals for technology to assist in teaching and learning are:

- All VUSD teachers will be able to use technology to help students meet or exceed grade level standards and students below basic will have technology to assist them to reach proficiency.
- Teachers will use technology to create a more powerful learning experience for students.
- Students' access to technology in the classroom will be timely and authentic.
- Students will be able to produce projects through software that supports the standards and project-based learning.

Science – *Discovery Science TechBook* - All project schools will infuse the groundbreaking new Techbook through the iPad minis. This lively, interactive resource provides real-time feedback to students while engaging all types of learners. The Techbook is aligned to state standards in science and the national common core standards for English language arts. Through the use of this resource students will build skills in inquiry, as all concepts are taught around one central big idea. With this tool, students find learning is fun!

Specific strategies for STEM theme magnets at three project schools

- **E.P. Foster STEM Academy**
- **Mound Magnet for Global Citizens**
- **Will Rogers Environmental Science in a Dual Language Setting**

Themes selected to support these three schools specifically correlate to Ventura's top STEM career fields: agriculture, manufacturing, biotechnology and national security.

FOSS (Full Option Science System) – FOSS is a research-based science program developed at the Lawrence Hall of Science, U.C. Berkeley supported by the National Science Foundation.

The instructional models cover Life Science, Physical Science, Earth Science, and Scientific Reasoning and Technology. MSAP STEM-theme schools will use FOSS kits in class and in science labs. Classroom teachers will work with MSAP-funded STEM Integrated Lesson Design Specialists to incorporate hands-on science lessons into the school day at each grade level.

STEM Integrated Lesson Design Specialists – Each STEM-theme MSAP site will hire a .8 FTE STEM Integrated Lesson Design Specialist to promote cross-curricular integration of STEM, support science lab investigations corresponding to the Next Generation Science Standards and assist classroom teachers to implement hands-on science in regular classrooms.

Science Labs – Each STEM-theme MSAP site will use project funds to outfit a room to serve as a state-of-the art science lab. Teachers will utilize the lab so their students engage in frequent hands-on science investigations and build scientific dispositions.

After-school programs with CSUCI – Many of our students participate in after-school programs at their regular school sites. To provide additional support for these students, this project will also infuse STEM learning experiences into the after-school programs and introduce students to **engineers from the Naval Surface Weapons Center in Point Mugu**. Fortunately for us, CSUCI has an ongoing Educational Learning Agreement with the officials at Point Mugu. Their engineers will use STEM curriculum prepared for after-school programs that teaches engineering, robotics and chemistry. CSUCI will provide a STEM enrichment program for 4th and 5th grade students taught by CSUCI students who major in STEM subjects along with the Point Mugu engineers. They will work alongside the after-school educators to implement the STEM lessons with the goal of sustaining the STEM enrichment past the three-year duration of the grant. Each lesson will include a science demonstration aligned to content covered in the session for that day. A bilingual culminating Family Night involving the elementary school

students and their families will be a component of the program. In addition, the college students and engineers will engage the elementary students in conversations about going to college with the goal of building a college-going culture in the students. Parents really want this to happen.

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

University of California at Santa Barbara South Coast Science Project – The UCSB SCSP, a regional site of the California Science Project based at UCSB, was established to give teachers an opportunity to expand their skills in the teaching of science. Teachers at the three STEM-theme MSAP schools will attend summer professional development through the SCSP addressing all aspects of science teaching including content, pedagogy and hands-on investigations, based on the Next Generation Science Standards. This training will provide the foundation for MSAP teachers to offer rigorous science instruction everyday and will be coordinated with the support received from CSUCI. (see letter of support)

CSUCI Science/Engineering Faculty will consult with teachers on the implementation of themes in the classroom and afterschool programs. This collaboration is an additional opportunity for high-quality professional growth in STEM subjects. (See letter of support)

CSUCI Future STEM Teachers – It is fully expected that the CSUCI outreach assistants participating in the after-school programs will increase their interest in future careers as teachers of STEM subjects. California will be hiring many new teachers in the next five years. These university students may decide to pursue careers in education, perhaps even in Ventura Unified, due to their experience through this MSAP grant. CSUCI is promoting this outcome.

Professional Conference Attendance – This MSAP grant promotes teachers' professional growth in the field of technology by including costs for teachers from each MSAP STEM-theme

site to attend state and national conferences such as the Computer Using Educators (CUE) annual conference and the International Society for Technology in Education (ISTE). Both of these events offer hundreds of sessions where participants explore emerging technology tools, attend hands-on demonstrations and collaborate with passionate educators.

A. Plan of Operation - This plan presents VUSD’s district-wide elementary level MSAP project. Six participating schools will function as true “magnets” under the VUSD’s newly approved voluntary desegregation plan to reduce Hispanic isolation in our schools.

Table 6 VUSD Elementary Magnet Schools Proposed Themes for 2013-14	
E.P. Foster STEM Academy	Montalvo Arts Academy
Mound Magnet for Global Citizens	Academy for Technology and Leadership at Saticoy
Sheridan Way Academy of International Language Study	Will Rogers -Environmental Science in a Dual Language Setting

The plan coordinates the efforts of six new elementary magnet schools to increase choice options, achieve more racially balanced schools and improve academic achievement. Five schools in this plan are Title I schools with the greatest Hispanic group isolation in VUSD. They are E.P. Foster (93%), Montalvo (75%), Saticoy (64%), Sheridan Way (96%) and Will Rogers (78%) This plan is designed to reduce the Hispanic isolation at these schools. Although Mound Elementary School’s Hispanic enrollment is only 17%, it is included in this plan because it is time for Mound to become a magnet that helps VUSD reduce ethnic isolation. Through this MSAP plan, Mound will establish practices and remove barriers to attract Hispanic students and increase the diversity of its enrollment. All MSAP principals and teachers look forward to the opportunities this proposal offers for project-wide collaboration and school improvement.

(i) The effectiveness of the management plan to ensure proper and efficient administration

This plan will provide additional staff to direct and support the full implementation of project activities. They will coordinate the project within the VUSD Educational Services Division under the supervision of the Assistant Superintendent of Educational Services.

MSAP Management Structure:

MSAP Director (1 FTE): A district-level MSAP director will work under the direct supervision of the VUSD Assistant Superintendent of Educational Services Division. The MSAP Director's responsibilities include: manage MSAP activities, supervise the MSAP data analyst and administrative assistant, provide support and direction to MSAP site coordinators and principals, manage MSAP funds, complete required reports, promote activities to reduce Hispanic isolation, develop MSAP recruitment and marketing materials/routines with site coordinators, work with the VUSD Child Welfare and Attendance Process to coordinate MSAP with VUSD School of Choice calendar, work with the Assistant Superintendent to evaluate the effectiveness of the district's voluntary desegregation plan and improve as needed, work with site coordinators to schedule and provide professional development activities and support Professional Learning Communities, coordinate recruitment efforts with VUSD preschool program coordinators, maintain the district website with current information to promote successes, coordinate the implementation of the evaluation plan with project evaluator and data analyst, and work with district staff to identify resources to sustain the project after the funding period.

Site MSAP Coordinators (1 FTE at each school) will work with principals, teachers, support staff, parents and the MSAP Director to implement the plan at each site. These six Site Coordinators will be responsible for the logistics of implementing and maintaining the new programs. They will maintain focus on project goals, develop marketing materials, lead

recruitment efforts, establish community connections, assist teachers with professional development participation, gather and analyze data for instructional and evaluation purposes, assist with purchases, process requisitions, and plan and conduct parent involvement activities.

School Site Roles in Managing the MSAP

MSAP Principals will form a **project leadership team** with the MSAP Project Director and Director of Elementary of Education. They will have monthly opportunities to collaborate, coordinate project efforts and maintain focus on project goals. During the planning process we have already experienced the benefits of the collaboration between principals of the MSAP sites. Excellent ideas have been shared for improving services and utilizing community resources. The camaraderie is powerful. Principals will supervise the MSAP activities at each site following the timelines and goals established in this plan. Principals report directly to the superintendent who will include project expectations into the evaluation routines for project principals.

Site Leadership Teams at all project schools have been involved in the needs assessment and planning of this project. They meet with their principals monthly at each school. These site leadership teams continue to contribute to the effective implementation of all project activities by routinely reviewing MSAP timelines, reviewing implementation and student achievement data, participating in evaluation procedures and recommending adjustment to achieve project goals.

School Site Councils have also been consulted during the planning process. The SSC is an existing structure to involve parents and community members in school improvement efforts. The SSC is comprised of elected representatives from the community, parents, teachers, classified employees and administrators. During regular meetings the SSC will review project implementation and make suggestions for improvement. SSC receives annual training from district staff to understand the importance of their role and participate in school planning process.

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

MSAP Objectives are written in the “SMART” format to ensure success. **SMART** Objectives are: **S**trategic and Specific, **M**easurable, **A**ttainable, **R**esults-oriented and **T**imebound.

The objectives are organized to support the five essential project goals.

Goal 1 – VUSD will reduce ethnic isolation through magnet schools

Objective 1a: Required annual performance measure (a) MSAP schools: The Ventura Unified School District’s MSAP will reduce minority group (Hispanic) isolation at its magnet schools. The gap between the magnet schools’ ethnic/racial demographics and district averages with narrow and by the end of the project, each magnet school’s minority group (Hispanic) population will have moved between 8.8% and 11.9% closer to the district K-5 average.

Individual school percentages are show on mandatory Table 3. The annual gap closure will be as shown on Table 3, and averages approximately 3.5% each year. We will use the District’s official enrollment figures reported each October on the California Department of Education’s California Longitudinal Pupil Achievement Data System (CALPADS).

Objective 1b. Feeder schools: The VUSD MSAP will increase diversity at the feeder sites. The gap between the feeder sites’ and the District’s K-5 minority (Hispanic) enrollment will narrow each year. The gap between the feeder schools’ ethnic/racial demographics and district averages will narrow and by the end of the project, each feeder school’s minority group (Hispanic) population will have moved between 3.3% and 23% closer to the district K-5 average. The yearly gap closure is also as shown on Table 3, and averages approximately 3.5% each year.

Individual feeder school percentages are show on mandatory Table 4. We will use the District's official enrollment figures reported each October on the CALPADS.

Goal 2 – The MSAP will promote increased interactions among students of different social, economic, ethnic, and racial backgrounds.

Objective 2: By the end of the project, 85% of students overall and 85% of all numerically significant ethnic/racial subgroups will agree or strongly agree that they have positive interactions with and respect for students who are different from them. During Years 1 and 2, the gap between pretest results and 85% will have closed by 1/3. We will measure the outcome using a project-developed student survey administered to second through fifth grade students in fall 2013 and annually in the spring thereafter

Goal 3 – Magnet school students will demonstrate achievement of high academic standards by meeting state designated academic growth targets in Reading/Language Arts and Mathematics.

NOTE: All objectives under Goal 3 have the following two measures: California Standards Test in English Language Arts and, beginning in 2014, student performance on the Common Core State Standards as measured by the Smarter Balanced Assessment Consortium (SBAC) tests.

Objective 3a1-Reading/Language Arts: The percentage of students from major racial and ethnic groups (Hispanic/Latinos) who meet or exceed State annual progress standards in reading/language arts at each of the four magnet schools will increase annually over the 2013 baseline so that each magnet school meets its AYP target through Safe Harbor calculations by the end of the funding period. During Years 1 and 2, the percentage of students at or above grade level in reading/language arts will increase by 1% and 5% respectively. Safe Harbor is an alternate method of determining adequate yearly progress and is approximately equal to 10%

change in the percentage of children at or above proficient. It is used for school populations that are well below AYP percentage targets and shows significant and meaningful growth in lieu of meeting that percentage target.

Objective 3a2- Reading/Language Arts, Gap Reduction: Each project year, Hispanic students will show accelerated achievement in reading/language arts and will narrow the gap between their reading/language arts achievement and the district average. The gap between the percentage of project Hispanic students and all students at proficient or advanced will narrow by 10% annually.

Objective 3b1- Mathematics: The percentage of students from major racial and ethnic groups (Hispanic/Latinos) who meet or exceed State annual progress standards in math at each of the four magnet schools will increase annually over the 2013 baseline so that each magnet school meets its AYP target through Safe Harbor calculations by the end of the funding period. During Years 1 and 2, the percentage of students at or above grade level in math will increase by 1% and 5% respectively. Safe Harbor is an alternate method of determining adequate yearly progress and is approximately equal to 10% change in the percentage of children at or above proficient. It is used for school populations that are well below AYP percentage targets and shows significant and meaningful growth in lieu of meeting that percentage target.

Objective 3b2 –Math, Gap Reduction: Each project year, Hispanic students will show accelerated achievement in math and will narrow the gap between their math achievement and the district average. The gap between the percentage of project Hispanic students and all students at proficient or advanced will narrow by 10% annually.

Objective 3c – Theme-related proficiency: 75% of the students at the end of project year 2, and 85% of the students at the end of project year 3 will demonstrate “satisfactory mastery” or

higher of their school's theme-related skills (appropriate to their grade level) as evidenced by teacher ratings of student performance on project-developed performance assessment rubrics.

Goal 4 – The MSAP will promote greater parental decision-making and involvement

Objective 4a—Parent Decision Making: By the end of the project, 90% of parents of MSAP students, both minority (Hispanic) and non-minority will feel (more) competent to make sound decisions about their children's education, will believe that they are partners with schools in the education of their children, and will be more involved in their children's education. During Years 1 and 2, the gap between pretest results and 90% will have closed by 1/3. We will measure the outcome using a project-developed parent survey administered in fall 2013 and annually in the spring thereafter.

Objective 4b—Parent Involvement: By the end of the project, 80% of parents will have participated in school governance and in other school activities. Annual project-developed parent surveys administered each spring in both English and Spanish will be used to measure the outcome.

Goal 5: Support the development and implementation of magnet schools

Objective 5a. Professional Development: Teachers will demonstrate the impact of MSAP professional development in theme-related curriculum, Visible Teaching Strategies, Developing Mathematical Ideas, and/or site-specific focus areas through the following objectives:

Each June, teachers will indicate on project training surveys that 75% or more participated in MSAP training opportunities 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 will indicate that they are at the beginning level of using project-identified strategies.

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

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

The project will assess levels of achievement through both teacher self-assessment surveys and classroom observation based on Concerns-Based Adoption Model Innovation Configurations (profiles of instructional practices) and Levels of Use.

Objective 5b—Capacity Building: During the course of the project, magnet schools will have built a capacity to continue the magnet programs. The project will achieve this objective if it has implemented all key activities related to magnet program milestones and goals. Documentation will be used to verify completed activities as specified on detailed management plans.

Objective 5c—Sustainability: By the June of the final project year, each school and the district will have finalized their sustainability plans to include lists of components to be sustained and concrete, committed sources of funding and support for continuation. Evidence of achievement will be the existence of a comprehensive plan and documented commitment from the school, district, and partners to provide funds, resources, or services required to sustain the project.

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

The VUSD plan for effectively utilizing MSAP resources, personnel and training to achieve objectives of the project are outlined in the table below.

<u>Table 7 MSAP Resources, Personnel and Training to Accomplish Goals</u>			
<u>MSAP Goals</u>	<u>MSAP Resources</u>	<u>MSAP Personnel</u>	<u>MSAP Training</u>
<u>Goal 1</u> VUSD will reduce ethnic isolation through magnet schools	Recruiting Materials, Websites, brochures, videos, theme-related curriculum <i>SymTalk</i> Mandarin and Spanish program	MSAP Director Site Coordinators MSAP Parent Liaison After-school staff Spanish teacher Mandarin teacher	Theme-related training LeAp Cultural Literacy The Leader in Me Leadership Team collaboration
<u>Goal 2</u> The MSAP will promote increased interactions among students of different backgrounds.	<i>The Leader in Me</i> supplies	MSAP Director Site Coordinators Site Teachers After-school staff CSUCI STEM Outreach Assistants	<i>The Leader in Me</i> <i>LeAp</i> Cultural Literacy <i>Visible Thinking</i> <i>Strategies</i> (VTS) <i>CHAMPS</i> <i>Lesson One</i>
<u>Goal 3</u> Magnet school students will demonstrate achievement of high academic	Science labs Schoolyard Habitats/ Garden FOSS Kits LEGO Robotics Kits Visual Arts Supplies	MSAP Data Analyst Academic support teachers Theme-specific specialist/guest teachers	Curriculum Calibration VTS <i>DMI</i> PLC release time Conference

<p>standards ELA & MATH</p>	<p>Computer labs iPads and iPad minis English & Spanish books for classroom libraries <i>Discovery Tech-books</i></p>	<p>CSUCI STEM Outreach Assistants</p>	<p>attendance 5 days of theme-related training/yr at each school <i>GLAD</i> <i>EEI training</i> <i>Technology webinars</i></p>
<p><u>Goal 4</u> The MSAP will promote greater parental decision-making and involvement</p>	<p>Handbooks for Volunteer Training Program and <i>The Leader in Me</i> Recruitment supplies</p>	<p>MSAP Director Site Coordinators MSAP Parent Liaison</p>	<p>MSAP Parent information events Volunteer Training Program Parent education nights <i>The Leader in Me</i> Reading & Math Family Nights</p>
<p><u>Goal 5</u> Support the development and implementation of magnet schools</p>	<p>Theme-related curriculum Recruitment/marketing materials Timelines, schedules, routines MSAP Evaluation</p>	<p>MSAP Director Site Coordinators Data Analyst Project Evaluator <u>Community Partners:</u> PTAs, CSUCI, Society of Hispanic</p>	<p>Theme-related professional development</p>

	<p>routines and final report</p>	<p>Engineers, VITA Arts Center, U.S. Dept. of Fish & Game, UCSB SCSP, Confucius Institute, City of Ventura, Santa Barbara Museum of Art, SEEAg, Ventura Sheriff's Association</p>	
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Each goal is sufficiently supported by resources, personnel and training and reflects careful planning to achieve MSAP purposes and project goals. The resources are strategically selected to support recruitment efforts, implementation of themes, academic improvement, access to technology for all students, and parent involvement. Personnel are assigned to district and site responsibilities to fully implement the voluntary desegregation plan through the creation of six magnet elementary schools. An extensive list of community partners has stepped forward to support the District in the implementation of this important plan. Training address the academic growth needs of MSAP students and prepares staff to fully implement each magnet theme. A Project Implementation Timeline has been developed to guide the three-year program implementation process. See table 8 below.

Table 8 VUSD MSAP Project Implementation Timeline				
Personnel, Tasks to Accomplish Project Goals 1-5				
<u>Task</u>	<u>Personnel</u>	<u>Yr 1</u>	<u>Yr 2</u>	<u>Yr 3</u>
Announce MSAP to VUSD Community (Goal 1)	Superintendent	x		
Hire project staff (Goals 1-5)	Project Director, Admin. Asst., Site Coordinators, Data Analyst, Parent Liaisons, Theme teachers, Academic Support teachers	x		
Establish connections with contracted services and community partners (Goals 1,3,5)	Project Director, Admin. Asst., Site Coordinators	x	x	X
Initiate and continue recruitment efforts (Goals 1,4)	Project Director, Admin. Asst., Site Coordinators, Liaison	x	x	X
Hold MSAP STEM Launch event with staff and community partners (Goal 5)	Project Director, Admin. Asst., Site Coordinators, Parent Liaison, all school staff	x	x	X
Begin training and implementation of PLCs (Goals 2,3,5)	Project Director and Site Coordinators with all teachers	x	x	X
Upgrade infrastructures and equip science labs (Goals 1-5)	Project Director, Site Coordinators, technicians with district staff	x		
Purchase equipment and supplies	Project Director, Administrative	x	x	X

(Goals 1-5)	Assistant, Coordinators & technicians			
Expand after-school programs (Goals 1, 2, 3)	Project Director and Site Coordinators	x	x	X
Implement theme-based open-enrollment Saturday schools (Goals 1 - 5)	Project Director and Site Coordinators, theme teachers, Academic Support Teachers, Parent Liaisons	x	x	X
CSUCI STEM outreach to afterschool programs (Goals 2, 3)	Project Director, Site Coordinators	x	x	X
Identify MSAP students in need of academic support and begin strategic instruction (Goal 3)	Site Coordinators and Academic Support Teachers	x	x	X
Schedule and initiate MSAP common practice professional development (DMI, VTS, technology) (Goals 2, 3)	Project Director	x	x	X
Schedule and initiate site-specific and/or theme-based professional development (e.g., <i>GLAD</i> , <i>EEL</i> , <i>Leader in Me</i> , <i>Arts in Every Classroom</i> , Mandarin culture, conference registration)	Site Coordinators	x	x	X

(Goals 1, 2, 3 & 5)				
Implement iPad Academy (Goals 1, 2, 3, 5)	Project Director, Site Coordinator Technicians	x	x	x
Parent Volunteer Series (Goals 3, 4)	Project Director, Site Coordinators Parent Liaisons	x	x	x
Parent education nights (Goals 3, 4)	Site Coordinators & Parent Liaisons	x	x	x
Prepare for and implement summer professional development (Goals 1, 2, 3, 5)	Project Director, Site Coordinators, Admin. Asst.	x	x	x
End of year MSAP staff and family surveys (Goals 3, 4, 5)	Project Director, Site Coordinators, Admin. Asst. Project Evaluator	x	x	x
End of year analysis of desegregation plan impact (Goal 1)	Project Director, Site Coordinators and Data Analyst	x	x	x
Conduct curriculum calibration – <i>DATAWorks</i> (Goal 3)	Project Director & Site Coordinators		x	x
Analyze student achievement results in academic areas & themes (Goal 3)	Project Director, Site Coordinators, Data Analyst		x	x
Collect project-developed materials for sustainability(Goal 5)	Project Director, Site Coordinators, Admin. Asst.	x	x	x
Outfit communication labs (Goal 2, 3, 5)	Project Director & Site Coordinators with technicians		x	x

Tasks and responsibilities are clearly spelled out for each project year in the table above to ensure accomplishment of all project objectives in a sequential manner. During Year 1, the project will focus on student recruitment to reduce Hispanic isolation; staffing; community connections; launching professional development to begin theme instruction; purchasing curriculum, equipment and supplies; and establishing annual procedures and routines to ensure full implementation of the project. Year 2 moves beyond initial implementation towards full implementation level. All teachers will have technology tools for teaching and learning, student achievement data will inform the PLCs, communication labs will be in place, trained parent volunteers will assume leadership roles, and key personnel will continue to guide the project forward. In Year 3 personnel will implement all elements of the project design and continue efforts to ensure sustainability.

(iv) The plan will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school.

The Ventura Unified School District operates under board policies for non-discrimination and uniform complaint procedures for students and parents consistent with California Education Code 48984. The three-year Plan of Operation summarized in Tables 7 and 8 addresses the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. Services were selected to be appropriate to the needs of the intended recipients, reflect up-to-date knowledge from research and effective practice, impact intended recipients, includes training and professional development of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those

services. This will lead to improvements in the achievement of students as measured against rigorous academic standards, and involve collaboration of appropriate partners for maximizing the effectiveness of project services.

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

The city of Ventura can be divided into five main parts: “East-End”, “Midtown”, “Hill”, “Beach” and “West-end” communities. The Midtown and West-end regions of our city have concentrated Hispanic populations and are home to three of our project schools: Sheridan Way, EP Foster, and Will Rogers. Similar populations reside in the East-end region where two of our schools are located: Saticoy and Montalvo. These populations also have high poverty statistics and substantial numbers of students learning English. These communities are also where our students score the lowest on state assessments, juxtaposed to the beach and hill communities which are predominantly white and more affluent. These communities have a long standing history of racial segregation. In an *Innovations in Education* Publication it was stated, “Many consider parent access to information the most critical variable in achieving diversity in and across magnet schools. Studies document differential access or use of information by parents. The more aware parents are of options, the more likely they are to pursue them. Thus race-neutral recruitment targeted to those community sectors from which a magnet wants to draw students is absolutely key.” This project plans to take many measures to reach out to families.

Basic Recruitment Practices Already in Place:

Schools of Choice Process: VUSD has a two-week open enrollment period where families in VUSD can apply for sites designated as “schools of choice.” Applications are available online and at schools, bulletin announcements are put in at all schools, and the information is put on

school calendars. The school district sends out a letter each year in English and Spanish that goes home to all families that outlines the choices parents have with a brief definition of the schools of choice and a timeline of the process. Our superintendent holds a *Schools of Choice Fair* two years in a row, with growing attendance every year. We have a parent communication system that allows us to send a pre-recorded bilingual voicemail message to all the families in our community. Ventura has a well-established system of family to district communication for those families who are engaged. We have structures in place such as: Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), Parent Teacher support groups at schools (PTA and PTO's), etc. Monthly updates will be made to these various bodies about the progress of our project and in December and January about specific recruitment efforts. The district also has a great relationship with local press. We will use this relationship to actively highlight events at our magnet schools. Unfortunately, all of this communication is passive, meaning people have to want to get it. As the Civil Rights Project at UCLA points out, "People who have the most power and information get the best choices." With the funding of the MSAP grant our district will create more active steps at outreach.

Leveraging the power of the Internet:

Many parents rely on the web for information these days. While our district and schools have basic working websites, we will give these sites a facelift to make them serve dual purposes: clear outreach and easy access to information for parents already enrolled, including promotional videos to show off the programs. We will also create a multi-tiered Internet marketing campaign. First, we will leverage social media. *Facebook* has the power to shift a conversation and rebuild reputation. When working properly, a school's page is a snapshot of what life at that school is like. Families will browse Facebook to see who is connected to a school, what is happening

there and to see if their family would fit the vision of the school communicated through the page. We will create a page for each project school, none of them currently exist. Site coordinators and principals will administer these pages and work in their monthly meetings to understand social media and how to better leverage the way it connects to parents. This project will also employ the strategy of the *ASK campaign* both online and in print. The *ASK campaign* sets up a landing page, a page on a school's website, that will pop-up while browsing, that asks the browsing person's opinion. This is not a radically new idea and can also be done through the mail. We know that people are more easily engaged when we ask their opinion, then when we try to give them ours. The ask campaign also gives the project important information about what is working to sell people and what is not. The past few years have stretched our district's policies about having an online presence. The board continues to work through many privacy and control issues surrounding schools online. VUSD now has a Facebook page and many high schools have active Twitter accounts. The key in marketing in this age is using the tools people are already connected to in order to actively engage them in the conversation we want them to have. Framing that conversation is paramount.

Communicating the message of each school:

In our incredible successful marketing of our middle school MSAP project we took the "college recruitment" approach and we will continue that into this project as well. Each school will be outfitted with the necessary materials to clearly show their theme and school culture in just one glance. This includes table cloths in school colors, runners and banners with the school's name, bilingual brochures highlighting school programs, posters of photos and maybe even balloons with the school logo all to capture attention. Site coordinators, principals, parents and students will be asked to *take their school public* every chance they get. This includes community events

that already happen in Ventura: Summerfest and Storyfest put on by Ventura Education Partnership, Earth Day Celebration at the beach, Ventura County Fair, weekly Swap Meet and Farmer's Markets, St Patrick's and 4th of July Parades, Art Walk, Dia De Los Muertos Day at the museum, opening day of community sports and the list goes on! Ventura is a thriving community. Our schools will take advantage of these community wide events to have an active presence; each is an opportunity to frame the conversation about magnet schools. Community members will see at a glance the very positive energy of the staff and families of these schools and be drawn in by the ask campaign model. MSAP Parent Liaisons will work with parents as school ambassadors and reach out to engage in conversations about school choice and the school district's plan to open choice up to all members of the community.

Targeted Outreach

Five of our project schools will need to draw in white families. We have chosen themes that those families stated were programs that they wanted to see in schools. We know that we will build schools that are attractive to white families. What we will work against is the belief that you must attend your local neighborhood school and the reputation of our under performing schools. We will use the methods highlighted above as well as specifically targeted approaches. Our school ambassadors will be asked to go out to target schools and make presentations to their Parent Teacher Associations and be present at any appropriate school events such as festivals that bring in many community members. We will also visit and make presentations at the preschool programs on these sites and in these communities. Our site coordinators will reach out to strategic communities to begin to build relationships. They will invite preschool directors, teachers, and other personnel to tour their schools increasing awareness of the choice options. Many of our project schools will have a partnering neighbor school. One example is Will

Rogers Elementary School. Will Rogers, which is 78% Hispanic, is only a few miles away from Pierpont Elementary School, which is 18% Hispanic. Project personnel will work to make these nearby schools into “sister schools.” Principals will bring teachers together, host co-community events and set up projects that bring the students of these two schools together. It is the goal that as these schools work side by side, the perceived barriers to enrollment will break down.

Our final project school, Mound, is already a school of choice that has a lottery that anyone in the city can join. The district does not provide transportation to this school, but a larger reason that they enroll so few Hispanic families is because of reputation and tradition. This school will also engage in targeted outreach. The first step will be for Mound’s principal and site coordinator to go out in nearby neighborhoods and speak to families. There are many communities that have Hispanic families that are within walking distance of Mound.

Additionally, there is a middle school right next door that pulls students from the entire east end of Ventura. We will target recruitment efforts to this middle school as well to encourage families who already drive students there to consider enrolling younger siblings at Mound. We have built into this project both before and after school programs at Mound so that families who work will be able to drop their students off in the early morning and pick them up in the late afternoon. School ambassadors at Mound will come to highlight the program at Hispanic community events, through parent groups such as our District English Learner Advisory Committee, Migrant Parent Advisory Council and the Westside Community Council. All of these efforts will not only increase the number of Hispanic families that enter the pool, but they will work to bring together populations of our community that have been segregated for a very long time.

B. Quality of Personnel

Evidence from magnet schools reveals that the critical factor in the success and viability of a magnet school is the commitment of teachers, administrators and board members to the theme.

(Dentler, 1991)

(i) The project director is qualified to manage the project -

Project Director Qualifications

The VUSD MSAP Project Director who will be hired to lead and manage this project will coordinate all project activities and define, develop and implement the project vision.

Table 9 VUSD MSAP Project Director Qualifications, Relevant Training and Experience	
Leadership	<ul style="list-style-type: none"> • Administrative services credential • Evidence of successful leadership with diverse staff and community • Excellent communication, organization and planning skills • Familiarity with Professional Learning Communities best practices
Magnet School Training and Experience	<ul style="list-style-type: none"> • Experience or training in magnet school education • Willingness to further develop expertise in magnet school education • Experience in developing educational programs for diverse student populations • Experience leading curriculum improvement efforts • Experience in gathering data, completing state required reports
Diversity Training and	<ul style="list-style-type: none"> • Authorization for English Learner instruction • Awareness/use of current best practices in the field of multilingual

Experience	education and diversity education
Technology	<ul style="list-style-type: none"> • Experience in using technology tools for teaching and learning • Familiar with International Society for Technology in Education (ISTE) national education technology standards and VUSD Technology Plan
Community Relationships	<ul style="list-style-type: none"> • Experience working with community agencies to support school programs • Evidence of creativity in developing community partnerships

The Project Director will be part of the VUSD Management Team. Recruitment will begin as soon as project funds are approved. The pool of applicants may include various qualified VUSD staff members who have experience in magnet school leadership through our middle school MSAP.

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

Assistant Superintendent of Education Services (Mrs. Kathy Asher) has two years of experience supervising the Magnet Schools Assistance Program at De Anza Academy of Technology and the Arts. Staff in the Asst. Superintendent’s Education Services Department includes the current Director of the MSAP at DATA (Mrs. Beth Harris) who has three year’s of magnet school experience and the Director of Bilingual Education Programs (Dr. Jennifer Robles)who has successfully managed four large-scale federal education grants through Title VII and the Foreign Language Assistance Program (FLAP). Both are ready to assist this MSAP.

CSUCI STEM Experts – Dr. Philip Hampton will coordinate the services that CSUCI brings to the VUSD MSAP. He has extensive expertise in managing federal grants at the university level that target minority participation and professional development related to STEM (see resume).

Also assisting us from CSUCI, Sandra Birmingham, brings her STEM expertise related to after school programming. She has been honored by the STEM Learning Network as one of the nation's "Leading Women in STEM". (see resume).

MSAP Site Coordinators will lead project activities at each school site. They will be selected upon approval of project application.

Qualifications for MSAP Site Coordinators

- a) **Certification:** California Teaching Credential authorizing services to English Learners
- b) **Organization and Leadership:** Skills in organizing large-scale projects and leading adults in activities designed to implement change
- c) **Classroom Practices:** Successful experience as a classroom teacher
- d) **Theme-related Knowledge:** Experience and/or expertise in site magnet theme
- e) **Communication Skills:** Effective oral, written and interpersonal skills for communication with staff, students, families, community partners and U.S. Department of Education. Bilingual skills are desirable.
- f) **Diversity Experience:** School experience in settings with diverse student populations
- g) **Parent Education/Involvement:** Successful experiences developing and conducting parent education/involvement activities with diverse populations
- h) **Technology:** Competency with use of current technology tools for teaching and learning

Qualifications of MSAP Principals

All principals at MSAP selected sites represent our district's value for diversity and high levels of expertise. All are experts in the field of leadership as well as specialists in their school's selected theme. Highlights of their preparation for this project are summarized below. Resumes are attached.

Danielle Cortes (Principal - Will Rogers): Bilingual, four years of experience in administration, VUSD Foreign Language Teacher Specialist, Biology major who taught science for 9 years, currently pursuing doctorate in education

Carlos Covarrubias (Principal - E.P. Foster): Bilingual, six years experience in administration, Liberal Studies degree with mathematics concentration, California Continuation Education Association - Administrator of the Year

Jennifer Duston (Principal – Saticoy): seven years administration experience including assistant principal at technology magnet high school, California Association of Directors of Activities - Director of the Year

Maria Elizarraras (Principal – Sheridan Way): Bilingual, seven years administrative experience, PDK Educator of the Year

Michael Tapia (Principal – Montalvo): Bilingual, six years administrative experience, Member of Arts Collaborative and Bilingual Administrators Committees, Association for California School Administrators (ACSA) Valuing Diversity Award recipient

Todd Tyner (Principal – Mound): Eight years administrative experience, Member of Chamber of Commerce Business Enhancement Committee

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

All of the classroom teachers assigned to provide instruction in the VUSD MSAP are highly qualified/NCLB authorized teachers. Each site includes a qualified Specialized Academic Instruction teacher to meet the needs of students with special needs on Individualized Education Plans (IEPs). All MSAP teachers hold authorizations to provide English and academic instruction to English Learners. In addition, the magnet teachers are qualified to implement the

special curriculum at each school. Every teacher has indicated support for the magnet school concept, site theme and opportunities for continued professional development during planning sessions with principals. Staff development surveys conducted at each site reveal an amazing variety of professional preparation and experiences.

Table 10 Summary of MSAP Teacher Qualifications			
	Masters Degrees	Experience with Diverse Students	English Learner Authorizations
E.P. Foster	9	All	All, 9 Bilingual Authorizations
Montalvo	12	All	All, 11 Bilingual Authorizations
Mound	18	All	All, 1 Bilingual Authorization
Saticoy	13	All	All
Sheridan Way	8	All	All, 16 Bilingual Authorizations
Will Rogers	6	All	All, 10 Bilingual Authorizations

All teachers will continue to develop their theme-related skills through professional development offered through the project during the school years and summers. There are teacher leaders at each magnet school who possess exceptional preparation in the site’s theme area. They serve as catalysts to increase the enthusiasm and skills of their colleagues. Listed below is a summary of the MSAP related qualifications reported by teachers at each magnet site. These are well-prepared and enthusiastic teachers.

E.P. Foster Teachers - All 20 teachers hold credentials authorizing them to teach math and science to elementary students. All have completed one module of district-sponsored Developing Mathematical Ideas (DMI) training. Expertise in science is strong. For example, one teacher is an experienced fifth grade bilingual teacher. She has served as a presenter in the

South Coast Science Project (SCSP) through the University of California at Santa Barbara (UCSB) and given a variety of teacher workshops integrating science and language development. Another teacher lead the Future Scientists and Engineers Club after school in 2000-2002. Other teachers participated in the UCSB Science Project, participated in the Watershed Education Training series, piloted district science curriculum, completed a masters thesis on science journal writing, minored in science in college, taught science at sixth grade, and guided tours to the Channel Islands National Park Marine Sanctuary.

Montalvo Teachers –All 18 teachers hold credentials authorizing them to teach art to elementary students. Eleven teachers in the two-way immersion strand hold Bilingual Cross-Cultural Language and Academic Development authorizations (BCLAD). Their expertise is sought-after throughout Ventura County in the field of dual language education. Eleven teachers participated in the 5-day Guided Language and Academic Design (GLAD) demonstration lessons to integrate language and content instruction through visual representations and student engagement. Art is an asset for Montalvo teachers. A colorful mural depicting events in our community’s history was recently painted at Montalvo under the direction of a Montalvo bilingual teacher who is well-known in our community as a visual artist, Aztec dancer, photographer and advocate for arts education. In addition, six teachers report preparation in the field of art. Two teachers have Bachelors’ Degrees in Art, one has a Masters Degree in “Creative Arts for Special Populations”. Many teachers report professional development in integrating arts into the curriculum.

Mound Teachers – All 24 teachers surveyed hold credentials to teach science and math to elementary students. Five teachers report Spanish skills, bilingual authorizations or experience

teaching in bilingual settings. Two hold Masters Degrees in Cross-cultural or Multicultural Teaching. Excellent preparation for a school seeking to enroll more Hispanic students!

Science in our local community is a unique strength of Mound teachers. Third grade teachers recently visited the Limoniera Lemon Processing Plant to learn about the science and business of Ventura County agriculture. They also participate in the Channel Islands National Park Ranger Program. Teachers at other grade levels report participation in the UCSB South Coast Science Project, piloting science curriculum, serving as a district science mentor, and creating and implementing an instructional science laboratory.

Saticoy Teachers have already begun to integrate technology into their classroom instruction. They report participation in many professional development activities to develop their skills. These include the use of smart notebooks, creating digital books, digital lessons/assessments using Power Point, developing class websites, on-line focus group surveys and training in the use of district information systems to manage student data. One teacher has a Masters of Education in Digital Teaching and Learning. She has expertise to share in the areas of Techbooks, Edmodo, Thinkquest, Wiki pages, Prezis, iPads and “apps” for educational use. Leadership is the next focus area for Saticoy teachers. One first grade teacher spent over 20 years in leadership rolls in his first career as an officer in the U.S. Navy. He was recognized in 2005 as the California “Troops to Teachers” Teacher of the Year. Having a colleague like this teacher on staff generates a lot of pride as other teachers plan to participate in the *Leader in Me Program* to implement Saticoy’s magnet theme.

Sheridan Way Teachers – All teachers have participated in *DATAWorks Explicit Direct Instruction* including classroom demonstration lessons. They report many years of training in literacy, academic vocabulary development, writing, math and technology to ensure that their

students receive the most effective instruction possible. All of the teachers at Sheridan Way work with international students and are experienced in teaching languages to elementary students. Most of the students they serve speak Spanish at home. Many are immigrants. These teachers have extensive training in multilingual, multicultural education. 16 teachers hold BCLAD authorizations and regularly provide instruction in Spanish. Staff recently attended a workshop on Mandarin language instruction at the California Association for Bilingual Education state conference where contact was made with the Confucius Institute at UCLA. The Sheridan Way principal is currently making arrangements with the Confucius Institute to receive guidance in curriculum development in Chinese culture (see letter of support). MSAP Mandarin language instruction will be taught by a guest teacher to provide the best possible language instruction. VUSD employs a Chinese bilingual paraeducator who provides services to immigrant Chinese students; She is committed to helping Sheridan Way develop their new Mandarin program. Support is also available from our Board of Education President who visited China through the Confucius Institute.

Will Rogers Teachers are working together to implement the first school-wide K-5 dual language program in VUSD. Bilingual and English-speaking teachers work together as partners to provide an outstanding two-way immersion program. All Will Rogers teachers are well-trained in English Language Development, Explicit Direct Instruction, and Kagan structures for cooperative learning. Will Rogers teachers were recently recognized for their expertise in environmental science. In 2009 Will Rogers Elementary School received the **Garden of the Year Special Recognition** for Excellence in School Garden Instruction from the California School Garden Network. Teachers report theme-related training in the following areas: Environmental Education Initiative, South Coast Science Project Summer Program with focus on

Physical Science, Gardens in the Classroom, and Nutrition and Gardens. In addition, the staff includes the regular services of a district-funded nutrition educator who provides classroom lessons connecting local agriculture products to the meals children receive in the cafeteria.

District Teacher Specialists are also on-board to assist with the implementation of the new magnet programs. These exceptional educators have expertise in Language Arts, Mathematics, Art, Music, Technology, Bilingual Education, English Language Development and Foreign Language/Dual Language programs that will assist magnet teachers in theme and academic content areas. They hold full-time, district-funded positions and will serve as resources to teachers at the six magnet sites.

(iv) VUSD Non-discriminatory employment practices - The Ventura Unified School District is an equal employment 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 participating in an employee organization defined by the education employment relations act. VUSD has established equal opportunity Board Policies and Administrative Procedures. Board Policy 4030, adopted in 2007, 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 sites, on all job announcements and applications, in all employee handbooks and is strictly enforced by the Department of Human Resources. Each year VUSD recruits and hires an increasingly diverse teaching and leadership team. To accomplish this, the District makes many efforts to recruit

minority applicants at all levels: certificated, classified and administrative employees. Our targeted recruitment includes:

- Collaboration with local universities to place student teachers in our classrooms.
- Participation in the Ventura County Office of Education Wildman Paraeducator Training Project to provide financial support for district paraeducators who pursue credentials for bilingual or special education teaching assignments.
- Various staff members, including our Superintendent, teach university courses at the VUSD Education Services Center or on university campuses to establish relationships with potential future employees
- Participation in the annual California Association for Bilingual Education recruitment fair.
- Participation at recruitment fairs at all local colleges and universities.

C. Quality of Project Design

(i) Each magnet school will promote desegregation, including increased interaction among students of different social, economic, ethnic, and racial backgrounds.

Coordinated Plan: This plan presents VUSD’s district-wide elementary level Magnet School Assistance Program (MSAP). These schools will function as true “magnets” under the VUSD’s newly approved district desegregation plan to reduce Hispanic isolation in our schools.

Table 11 VUSD Elementary Magnet Schools Proposed for 2013-14	
E.P. Foster STEM Academy	Montalvo Arts Academy
Mound Magnet for Global Citizens	Academy for Technology and Leadership at Saticoy
Sheridan Way Academy of International Language Study	Will Rogers Environmental Science in a Dual Language Setting

The plan coordinates the efforts of six new elementary magnet schools to increase choice options, achieve more racially balanced schools and improve academic achievement across the entire school district. Although Mound Elementary School's Hispanic enrollment is only 17% it is included in this plan because it is time for Mound to become a magnet that helps VUSD reduce ethnic isolation. Through this MSAP plan, Mound will establish practices and remove barriers to attract Hispanic students and increase the diversity of its enrollment. Mound staff is ready to participate in this MSAP plan so that future students will better reflect the VUSD student population. The other five elementary schools in this plan have the greatest Hispanic group isolation in VUSD, E.P. Foster (93%), Montalvo (75%), Saticoy (64%), Sheridan Way (96%) and Will Rogers (78%) They are all Title I schools. This plan is designed to reduce the Hispanic isolation at these schools. Principals and teachers look forward to the opportunities this proposal offers for project-wide collaboration.

Common Practices - As a foundation for the varied magnet themes at each site and to increase student achievement at all schools eight project-wide common practices in professional development, technology for teaching, learning and extended day opportunities, volunteer training, and support staff will ensure coordinated and efficient implementation of project activities. These common practices are described below, starting with shared professional development practices:

1. **Professional Learning Communities** - Teachers from each MSAP schools will meet in grade level teams for three or more hours each trimester throughout the project to form project-wide Professional Learning Communities. The project director, MSAP principals and MSAP site coordinators will receive district training to guide the formation of these PLCs. The PLCs will function according to the characteristics identified by Dr. Richard and Rebecca DuFour: Shared

mission, collaborative teams focused on learning, collective inquiry into best practice, action orientation, commitment to continuous improvement and results orientation. Every PLC will identify and develop common SMART goals connected the Common Core State Standards to improve student learning in English Language Arts and Mathematics. PLCs are a much-desired aspect of the plan because they will promote cross-project sharing of best practices, break down the isolation that currently exists between schools and establish relationships that will benefit teachers, students and our community.

2. Curriculum Calibration is a powerful practice to help underperforming schools raise student achievement. According to a report published on the California Department of Education website, “Teaching to the rigorous California standards requires a major instructional recalibration.” This MSAP plan provides for professional support from *DATAWorks* to analyze samples of student work and align each piece to specific Common Core State Standards (CCSS). Teachers will use this information to ensure that daily instruction reflects the rigor of CCSS. This process will begin during the second year of MSAP implementation. The goal is to have all MSAP students complete 90% of their work on grade-level and cover 90% of the state content strands for each grade level. Curriculum calibration work will start at the MSAP school level.

3. Developing Mathematical Ideas (DMI) – Math is an area of need at five of our six project schools. These schools will **improve student achievement** through a coordinated effort in math professional development. An emphasis on professional development has a deeply rooted research base. “We were led to teacher professional development as the fundamental lever for improving student learning by a growing research base on the influences on student learning, which shows that teacher quality trumps virtually all other influences on student achievement.” e.g., Darling-Hammond, 1999; Hamre and Pianta, 2005; Hanushek, Kain, O'Brien and Rivken,

2005; Wright, Horn and Sanders, 1997. This project will use **DMI**, a professional development curriculum designed to help teachers think through the major ideas of mathematics. It is comprised of seven modules such as: *Working with Data*, *Reasoning Algebraically* and *Building a System of Tens* that all include best practice videos, activities for investigation and conversation questions to delve into careful consideration of the math knowledge our students have and the next steps they will need for mastery of concepts. DMI has proven to impact teachers' effectiveness in mathematics instruction in VUSD. However, limited district resources mean that few teachers participate in this rigorous professional development. This MSAP fills that gap by providing a total of four release days over the project period so that teaching staff at each MSAP school can attend a DMI series together offered by district DMI Math specialists.

4. Visible Thinking Strategies (VTS) - VTS is a flexible and systematic research-based approach to integrating the development of students' thinking with content learning across subject matters. An extensive and adaptable collection of practices, VTS has a double goal: on the one hand, to cultivate students' thinking skills and dispositions, and, on the other, to deepen content learning. One of the key researchers in VTS at Harvard, Ron Ritchart explains further, "Another way to make thinking visible is to surface the many opportunities for thinking during subject matter learning. Thinking routines are helpful tools in this process. Thinking routines are simple patterns of thinking that can be used over and over again and folded easily into learning in the subject areas. They have a public nature, so that they make thinking visible, and students quickly get used to them." (Ritchart, 2002). VTS has been in use in VUSD for many years. This project will systematically train teachers and provide follow up training in the PLC's to get teachers and students thinking about thinking. One element of the training in VTS includes learning to use the **Looking at Student Thinking (LAST) Protocol**. This is an efficient way for teachers to

come together around student work to look at lesson design, student outcomes, and next steps all in the context of student thinking. The LAST protocol from VTS and DMI together will further focus project teachers on strategic teaching and ensuring student learning to **raise student achievement** in math English language arts and theme-based instruction.

5. Technology for Teaching and Learning -This project plans to use grant funds and a professional development model that creates *iPad Academies* to increase student achievement on state tests in math and English language arts. In year 1 “early adopters” will get iPads and accessories for use in their classroom. This model is focused on flexibility and independence. It puts control of the technology into the hands of the teachers for highest classroom impact. As soon as funded, the project will purchase the iPads and simultaneously create grade-level iPad Academy Wikis. These teachers will be given iTunes gift cards to manage their own district AppleID accounts. Teachers will go to work trying out various iPad apps for education, with the agreed accountability of posting their trials to the Wiki. They will glean best practices from each other, their site coordinators, district technology in learning specialist and their own experiences. In this year infrastructure will be added to existing district-wide WiFi in order to support a higher computer to student ratio. The next phase of the iPad Academy will be to give sets of 12 iPad minis and accessories to strategic teachers, for example the teacher at Saticoy with a degree in digital learning or the science team at Mound that has been piloting the *Discovery Education tech-book* for a year. At the end of year one, all project teachers will join together for training and sharing in PLC’s. Early adopters will come alongside their more apprehensive colleagues to train, encourage and create as all project teachers are given iPads, and accessories. Finally, all sets of iPad minis will be in every project classroom by the beginning of year 3. This model is already in use at our highly successful magnet school, Foothill Technology High School (FTHS)

“Starting our iPad Academy has invigorated our participating teachers and excited our students. Teachers report students already are more engaged in the lessons and activities, especially students who are using the mini iPads in their classrooms to help create and capture content. Teachers are taking charge of their own professional development with the devices. They are finding apps that work for their particular course needs, and they are sharing advice and experience with their peers within their teaching subjects but also across departments. The devices seem to be a common denominator between diverse groups of teachers and also between teachers and students. The iPad Academy has infused energy and excitement in teachers, who are becoming less afraid of making mistakes in front of students and more used to the idea that both learning and teaching are often a collaborative effort,” says technology mentor Melissa Wantz (FTHS). We will capture and build on this energy across six schools to see measurable gains in math, English language arts, and theme-based goals. The US Department of Education echoes these ideas online, “Technology has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning.”

The iPad Academy model puts these best practices into place in all our project schools.

Connectedness will be further enhanced through the use of communications computer labs at each project school. These labs will give students the ability to Skype with students at other project schools, sister schools in VUSD, and beyond. The labs will also be available for project schools to run intervention programs using district software such as *Successmaker* for math, *Accelerated Reader/Renaissance Learning* for English language arts and more. Coming alongside project staff and teachers are essential computer technicians. In VUSD these folks manage hardware and software, but also support so much more. They will assist teachers with

iPad restrictions, interacting with student information systems, websites, etc. The technicians will be key personnel to ensure the successful implementation of technology in this project.

6. Extended Day Learning: Saturday Academies will be offered at all project schools each month. While these academies will be theme specific and run by project staff, the District pays for them by recouping Average Daily Attendance (ADA) funds for students who were absent during the regular school day. The academies will be open to all VUSD students and advertised strategically to promote desegregation. For example we will encourage students from high percentage white schools to come to Saturday Mandarin Academies at Sheridan Way. By attending, these students will become familiar with what a fantastic school Sheridan Way is, get to know its staff and through word of mouth spread the word about Sheridan Way's theme of international language study. Additionally, this plan will provide for expansion of afterschool programs where needed. We will offer a low-cost/free option to participate in Mound's after school program to attract families with working parents who may want to enroll their children at Mound. Because transportation to Mound is not provided, this extended care may be the deciding factor for low income working parent who would not otherwise be able to apply.

7. Volunteer Training Program (VTP): The VTP was created by the VUSD Family School Community Partnership Committee. VUSD recognizes that it is essential to student's social, as well as academic development to have parents that are actively involved in schools. The aim of the volunteer training is to provide a strong foundation of educational theory, best practices and guidelines to drive community volunteer efforts. Community members who have been through the training become "certified VUSD volunteers." They receive a special badge and are asked to work as trainers and ambassadors of the program whenever they are out at VUSD sites. This

volunteer workforce is busy each day making schools a better place and ensuring parents are more actively engaged in our schools.

8. MSAP Site Staff – Each MSAP school will have a site project coordinator (1 FTE), technical (15 hours/week) and project parent liaison (.5 FTE). By having similar staff at each site we will be able to implement similar procedures and provide shared training and direction. This will contribute to the sustainability of our project.

MSAP Schools Program Designs – Each elementary magnet school is unique in terms of student population, magnet theme and instructional delivery methods. Descriptions below of the programs designs at each school detail the important features of each site.

EP Foster STEM Academy – E.P. Foster is a school-wide Title I school where all students are eligible to receive free or reduced meals. The student population is 93% Hispanic. 64% of the students are English Learners and many participate in the school’s transitional bilingual education program. E.P. Foster is a welcoming school that is just down the street from our district’s successful MSAP middle school, De Anza Academy of Technology and the Arts. E. P. Foster will be designated as a “Magnet” school for the first time as a result of this MSAP to create a more balanced school population through recruitment and enrollment.

(i) Theme selected to attract diversity: A district-wide survey indicated that the majority of parents have growing interest in programs that offer science, math and technology. Additionally a district-wide technology survey conducted in January, 2013 indicated that parents have a growing concern that their children become proficient in 21st century learning skills including proficiency in use of computers, knowledge of data management and how to conduct themselves in the new digital age that will qualify them for advanced jobs in the future. To respond to this interest, attract a more diverse student population, and meet the needs of their neighborhood

students, EP Foster's magnet theme is STEM. The **science** focus involves active exploration of the physical, life and earth science domains in a lab setting using FOSS kits. Our **technology** efforts emphasize the implementation of NETS (National Educational Technology Standards) for teaching and learning. The **engineering** concentration will occur through collaborations with the South Coast Science Project, California State University, Channel Islands and the Society of Hispanic Professional Engineers for model lessons and opportunities for students to interact with CSUCI STEM students and professionals using *LEGO Robotics* kits among other supplies. The **math** focus is on increasing student achievement through teacher professional development in *Developing Mathematical Ideas* (DMI) as previously described.

(i) Theme selected and programs in place at EP Foster promote interaction: Students work collaboratively and are highly engaged by “doing” STEM in the classroom rather than just learning about it. This research-based approach provides students with real world connections and mastery of concepts integrated into writing, classroom discussions and collaborative learning activities.

Lesson One: Skills for Life: This curriculum defines and teaches children the skills they need to survive and succeed in today's society. Children learn to integrate life skills such as self-control, respecting diversity, trying their best in everything they do, and cooperating with others. Like all schools, our students come from a variety of backgrounds, and are being raised in diverse cultures. Lesson One gives our staff the tools they needed to create a culture within a culture; one that is based on respect for others, and, for one's self. This program has helped us create a safe and caring school culture that has high expectations in our learning community and is inclusive towards all people. We are the first elementary school in California to fully implement

the program and based on the tremendous impact it has made on our community, we have become the catalyst for other schools choosing to adopt this comprehensive program.

EP Foster Passport: Students new to our school community are given an “EP Foster Passport” with pages dedicated to each significant adult on our school grounds. A classmate takes the new student around to meet these various people and get their passport “stamped.” For example, on the librarian’s page, they travel to the library, or to meet the school nurse, they travel to the office. This helps our new students to acclimate quickly and gives opportunity to making new friends.

Bear Buddy Connections: Currently, we have 35 students from various grade levels and backgrounds that meet weekly in a social skills group. The goal of this program is to help students feel connected to one another and to their school, and, to give opportunity for making good choices.

Music of the Heart: They say that music transcends all barriers between people; we find this to be true. Twenty students meet regularly to participate in a drumming circle or play the ukuleles while teaching classrooms songs with a positive message.

Peacemakers Assembly: Students work together to create an assembly for our school community using music, technology, and drama. The theme is always centered on inclusiveness appreciation for diversity.

The above programs have changed the emotional intelligence of our students, which in turn has led to changes in our entire school community. At E.P. Foster School we’re very confident that these same programs will promote desegregation, students interacting and provide an inviting, positive learning environment for any newcomers. Furthermore, our STEM focus will be

incorporated into these programs to afford students with even more opportunities to interact, collaborate and create a united, positive learning community.

(ii) EP Foster’s plan improves academic achievement: Ongoing content integration, rigorous lessons and stimulating teaching will bring about continuous academic improvement in the areas of Science, Technology, Engineering, Math and English Language Arts. The following sections spell out how each of the STEM components will be developed through the MSAP project.

Science -The scope and sequence of the science instruction follows the Full Option Science System (FOSS.) Each module includes four to five investigations. "If mastery of a core idea in a science discipline is the ultimate educational destination, then well-designed learning progressions provide a map of the routes that can be taken to reach that destination" (National Research Council, *A Framework for Science Education*, 2012).

Table 12 FOSS Module Scope and Sequence

Grade	Physical Science	Earth Science	Life Science
4-6	<u>Mixtures and Solutions</u>	<u>Weather on Earth</u>	<u>Living Systems</u> <u>Environments</u>
	<u>Motion, Force, and Models</u>	<u>Sun, Moon, and Planets</u>	
	<u>Energy and</u>	<u>Soils, Rocks, and</u>	
	<u>Electromagnetism</u>	<u>Landforms</u>	
3	<u>Measuring Matter</u>	<u>Water</u>	<u>Structures of Life</u>
1-2	<u>Balance and Motion</u>	<u>Air and Weather</u>	<u>Insects and Plants</u>
	<u>Solids and Liquids</u>	<u>Pebbles, Sand, and Silt</u>	<u>Plants and Animals</u>
K	<u>Materials in Our World</u>	<u>Trees and Weather</u>	<u>Animals Two by Two</u>

MSAP funds will be used to fully outfit an up-to-date STEM lab at EP Foster. This will be a new center of inquiry and investigation! A project funded STEM Integration Lesson Design Specialist teacher (.8 FTE) will work hand in hand with classroom teachers to model the integration of science curriculum and use of FOSS investigations once or twice a month according to the FOSS pacing guide. Students will work in collaborative groups and hands-on tasks will be assigned to each group member to ensure that every student is an active participant and has the opportunity to use the tools and materials. Groups will be composed of no more than four members and each group member will be part of the inquiry process by recording their own observations and results in their Interactive Notebook.

Technology - Technology as a tool for teaching and learning is an MSAP common practice included in this project as described above. Because of our students' low socio-economic background, most have limited access to technological tools necessary for 21st century educational equity. Our technology focus will decrease the digital divide by giving our students the opportunity to learn and develop skills that are necessary to progress and become successful participants in society. Giving our students access to technology ensures that their pathway to future careers is wide open and ensuring students of classically underrepresented in STEM careers have equal access to these opportunities.

Engineering - Collaborations with various community agencies will bring engineering to life at EP Foster. This is a challenge area for elementary teachers with little or no engineering background. Therefore, EP Foster has strategically sought out connections with local engineering specialists. One such group is *The Society of Hispanic Professional Engineers (SHPE) Ventura County Chapter*. (See letter of support.) SHPE frequently collaborates with local agencies to promote career awareness and motivation to underrepresented youth. This

generous volunteer organization has offered to collaborate with staff at the E.P. Foster STEM Academy to provide students contact with local Hispanic engineers. Volunteer professionals from SHPE look forward to working with E. P. Foster staff and students to offer a program called “Excite Engineering” which promotes future study and careers in engineering. The SHPE sponsors night events such as “*Noche de Ciencia*” (science night) to build family awareness.

Math – E. P. Foster teachers will continue to develop mathematics skills through the DMI professional development as described in MSAP Common Practices.

English Language Arts – MSAP practices in this proposal that will promote the needed improvement in English Language Arts are: Teacher collaboration around rigorous coursework through PLC’s and curriculum calibration, Visible Thinking Strategies, Technology for Teaching and Learning and increased parent involvement. Since 70% of our students are English Learners, they will receive multiple opportunities to develop the auditory skills of recognizing academic vocabulary words and concepts. For this purpose, science videos, songs, games, pictures and demonstrations will be used to introduce concepts and vocabulary. By the end of the year, students will have learned to recognize and use science vocabulary fluently and correctly. Furthermore, students will have the ability to access on-line apps on their iPads for supplemental practice in areas of challenge. E. P. Foster students are significantly lacking in proficiency in English language arts. MSAP funds will provide for a strategic Academic Support teacher to provide academic support to students. This person will work alongside the STEM Integration Lesson Design Specialist, as well as district support staff to create lasting academic gains for project students and resources that can carry on after the grant funding cycle ends.

Professional Development In addition to the professional development opportunities outlined in the *Plan of Operation*, E. P. Foster staff will have 5 days each summer of theme-based STEM

training through a partnership with the South Coast Science Project, facilitated by the University of California in Santa Barbara to bring science inquiry-based lab experiences into the classroom.

(See letter of support.)

(iii). Encourage greater parental decision making and involvement - E .P. Foster has many ways that it encourages parental decision making such as: Trimester Conferences, AVID Student Interactive Notebooks/Portfolios, E. P. Foster uses its school site money to pay for Parent Institute for Quality Education, School Site Council Meetings, English Learner Advisory Committee Meetings, PTA Meetings and the Student Peacemakers Assembly. With support of this plan we will add: Family STEM Nights, STEM Career Day and create a Lab Tech Parent Volunteer Program.

Montalvo Arts Academy- Montalvo is a school-wide Title I school. Currently, 75% of the students are Hispanic and 35% are English Learners. Montalvo will be designated as a “Magnet” school for the first time as a result of this plan to establish a formal goal creating a more balanced school population through recruitment and enrollment. Montalvo Elementary School is unique in the Ventura Unified School District and County. It is a neighborhood school which also enrolls students in a specialized program through the schools of choice process. For the past thirteen years it has been a leader offering the first fully-implemented K-5 Two-Way Immersion Program. In the 90:10 TWI program model all students begin their instruction for 90% of the day in Spanish with a gradual balance to include more English instruction each year. For many years, Montalvo staffed two English Mainstream kindergarten classes and two TWI kindergarten classes. Today, as a result of attrition and increased class sizes, Montalvo has only one English-only class at grades kindergarten, first, second and third which creates a very limited pathway for students whose parents choose that route. However, new housing will open in the Montalvo

neighborhood during the 2013-14 school-year. We expect that this will provide an opportunity to rebuild the school's enrollment. The Montalvo Arts Academy magnet is designed specifically to decrease the Hispanic isolation that currently exists and expand the overall enrollment starting at kindergarten. The goal is to offer at least two classes at grades K-3 for students in the English Mainstream program.

(i) Theme selected to attract diversity and promote interaction. Parent surveys of nearby elementary feeder schools indicate a strong interest in a visual and performing arts magnet school. No such magnet currently exists in the Ventura Unified School District. Parents of current Montalvo students also express a desire for additional arts-related instruction. Montalvo teachers have skills and interests in arts instruction and they support this magnet theme. This theme will attract a diverse population and promote student interaction through arts instruction in visual arts, drama, dance and music. Preliminary contacts with an experienced arts magnet TWI school in Orange County, California indicate that this approach is successful. The Orange County Educational Arts Academy is a charter school in its eighth year supporting "students' artistic, technological, linguistic and cultural growth." Their program includes core subjects through both English Mainstream and Two-Way Bilingual Immersion programs, Arts, and Technology. The OCEAA goals for student learning in the Arts and Technology have been provided to us and serve as examples for Montalvo in the development of the magnet theme. This is a good starting place to begin Montalvo's transformation to an arts magnet.

(ii) Theme-based support for academic improvement - 2009 research conducted by James S. Catterall from UCLA, *Critical Links: Learning in the Arts and Student Academic and Social Development*, confirms the connections between instruction in the arts and greater student achievement and social development. This positive impact is most evident for economically

disadvantaged students, those needing remedial instruction, students with learning challenges and young children. According to this research, there are critical links between learning in the arts and academic and social skills and motivations in six major areas: 1) Reading and Language Development, 2) Mathematics, 3) Fundamental Cognitive Skills and Capacities, 4) Motivation to Learn, 5) Effective Social Behavior, and 6) School Environment. Montalvo will build the Visual And Performing Arts (VAPA) Program following the *California Visual and Performing Arts Content Standards for California Public Schools*, strategic direction for quality programs from the VUSD Arts Education Master Plan and other sources. The program design for the Montalvo Academy of the Arts calls for a two-year roll-out of focus areas. Once in place, students will benefit from an enriched experience at all grade levels to include visual arts, dance, drama and music. This project will enable Montalvo to implement the vision and strategic directions spelled out in the *Ventura Unified School District Arts Education Master Plan – Phase I: Elementary Program* adopted by the Board of Education in 2008. The district vision for the arts is: “*The Arts Education Master Plan will ensure the arts are an integral, interdisciplinary, sequential part of every student’s education, fostering inspiration, creativity, and a life-long appreciation of the arts.*”

Strategic directions from the VUSD Arts Master Plan to be addressed at Montalvo include:

1. A three-year plan for visual and performing arts (MSAP plan)
2. Marketing materials to communicate about arts education in VUSD (Montalvo)
3. Establishing an Art Docent (Visiting Artists from local arts centers)
4. Community outreach to showcase student work (Montalvo Talent Events)
5. Ensure consistency in VAPA curriculum development (Curriculum to be developed at Montalvo)

- 6. Create a foundational understanding of sequential standards-based instruction in the arts for classroom teachers and administrators (Professional development through the Santa Barbara Museum of Art)

Even with limited resources, VUSD has been able to maintain the services of three district-level specialists dedicated to supporting district-wide arts instruction: an art teacher specialist and two music specialists. Together they support over 17,000 students in 25 schools. Though limited, they have a very positive impact on our schools and community. They will contribute their expertise to the implementation of the Montalvo Arts Academy.

Table 13 Montalvo Academy of the Arts - Plan for K-5 VAPA Implementation		
<u>Focus Areas for School Day Instruction</u>		
Year 1	Year 2	Year 3
Introduction to Visual Arts using Visible Thinking Strategies and Santa Barbara Museum of Art Resources		
Incorporation of Dance into Physical Education		
	Introduction to Drama using Readers' Theater and VITA Art Center Resources	
	Instrumental Music for upper grade students	
<u>After-School and Saturday School Enrichment Opportunities K-5</u>		
Music Enrichment		

(ii) Additional Academic improvement supports and considerations:

Two-Way Immersion Model - Montalvo will continue to offer a Two-Way Immersion at grades K-5 for neighborhood and school of choice students. Emphasis will be placed on recruiting a

diverse pool of applicants for this program. A recent research study conducted in VUSD by Dr. Kathryn Lindholm-Leary reviewed the long-term impact of the VUSD TWI program and found a positive correlation between student participation, language acquisition and academic achievement. National research also supports the TWI model as the best approach for English Learners to succeed both in learning English and mastering academic subjects (Thomas and Collier, 2012). However, Montalvo has reported a 20% achievement gap between English Learner students and the general student population in English Language Arts and Math on the California Standards Tests for the past three years. English Learner students have also failed to achieve the California targets for progress in acquiring English language skills as measured by the California English Language Development Test. To correct this situation, the MSAP plan requires that specific attention be given to all four domains of **English Language Development**: Listening, Speaking Reading and Writing and to rigorous, effective **Mathematics** instruction.

English Language Development - Montalvo staff will **upgrade their ELD** services to reflect the recently-released *2012 California English Language Development Standards*. They will review and revise student grouping, daily schedules, academic language focus, professional development needs, ongoing assessment results, and additional English-speaking models. This work is supported by the VUSD ELD teacher specialist, Bilingual Education Programs Director, Academic Support Teacher and the 2010 California Department of Education publication, *Improving Education for English Learners: Research-Based Approaches*. It will be completed with changes in place by January, 2014. Because the new California ELD standards and the Common Core State Standards both emphasize language development and literacy across content areas, the school-wide arts magnet theme will be an additional avenue to improve student skills in language arts.

Professional Development to Implement Theme

Visual And Performing Arts Theme Teacher .8 FTE – This teacher will provide demonstration visual art, dance, drama and music lessons in Montalvo classrooms along with coaching for incorporation of VAPA lessons into regular instructional routines. He/she will work closely with guest artists and incorporate multicultural themes through VAPA.

VITA Art Center – This local art center in Ventura engages the public in art through education, exhibits and events. Montalvo will work together with artists and experts from VITA to increase staff knowledge of the arts and improve their skills to provide quality arts education to students. (See letter of support.)

The Arts in Every Classroom - Eight one-hour video workshop for elementary school teachers to help teachers develop VAPA curriculum and programs.

Exploring the World of Music – Twelve half-hour videos for teachers to gain an understanding of the basic elements of music through an introduction to music with a global perspective. Series includes classroom demonstration materials.

Visible Thinking Strategies – through MSAP common practices.

Other professional development support includes: Consultation and Support for Curriculum Development from VUSD Music and Art Specialists, Santa Barbara Museum of Art – Workshops for teachers (See letter of support.) and Getty Center, Los Angeles - Workshops for teachers

(iii) Encourage greater parental decision-making and involvement - Montalvo will continue its processes for parent interaction including PTA, SSC, and other parent committees.

Additionally, Montalvo will host numerous bilingual theme nights, shows and performances to engage families in joining in the school culture. Montalvo parents will be trained in the

Volunteering in Schools program offered project-wide. Once parents have been trained, there will be ample opportunities to connect them to the school such as: assisting with arts projects, mural paintings, helping to stage performances, etc. Building a lively arts culture that is inclusive to all parents will enable families to become involved in the school and then transition into leadership roles as decision makers on campus.

VAPA programs provide great opportunities for increasing parental involvement. Through art displays and performances, talent nights and VAPA awareness events parents will be drawn to the Montalvo campus. Also, there will be many roles for parents and family members to play in the Arts Academy. Classroom help with art projects, organizing materials, sharing talents, rehearsing, costumes, props and music are all ways to get involved. The Montalvo Parent Liaison will assist classroom teachers, the MSAP coordinator and visiting teachers to make sure parents feel welcome and are encouraged to support the magnet project.

Mound Magnet for Global Citizenship – Mound is the district’s highest performing elementary school with a California Academic Performance Index of or 947. Mound elementary school reports 17% Hispanic students and 66% White students. Only nine students are reported as English Learners. Mound will be repurposed through this MSAP plan to meet the district-adopted definition of a “Magnet” school for the first time. In this plan, Mound joins the new magnet schools working towards the purpose of creating a more balanced school population through recruitment and enrollment. The Mound school leadership and staff consider this plan a prime opportunity to make Mound a more inclusive school. The school was originally built and served as a school for the children of field and factory workers of a local agriculture company, *Limoniera*. Through its chosen theme and activities, Mound is preparing to create a learning culture where all students and adults feel safe, respected and engaged to reconnect with Hispanic

families and celebrate its wonderful history. The Mound Magnet for Global Citizenship will instill students with the self-confidence and skills needed to thrive in the 21st century world. Our students need critical thinking, problem solving, and collaborative communication skills to participate and compete in this fast paced world. In addition to core curriculum and common core state standards, the design for Mound places emphasis in the areas cultural literacy, problem solving through hands-on science and Spanish instruction to promote student success

(i) Theme selected to attract diversity: At Mound Magnet for Global Citizenship, we will begin to make concerted efforts to be a school that loudly celebrates and welcomes Hispanic families in addition to all diversity. One way we will choose to do this is through a science curriculum that yields deeper understanding of all aspects of our city. We will partner with many local institutions including the Ventura Chamber of Commerce for economic and business sensibility and SeeAg, a local agricultural education group that brings students to farms and processing/production facilities to get a sense of where our food comes from and how responsible business practices impact our environment. (See letter of support.) Ventura is a very strong agricultural community. By valuing this sector of our business community we will be given the opportunity to introduce our school to all people working in this STEM-related sector including farm workers, plant scientists, nutritionist, engineers, and owners. We will explicitly teach our students to value all parts of an economic system and the impact that they can have as citizens on these systems. Students will return from these outings, sponsored by SeeAg, to our own **outdoor science garden**. Here students will put their hands-on experiences to work hypothesizing, chronicling and working side by side. They will use the **iPad minis** to capture film and video data, add information into Google Spreadsheets and present via iPort all of their experiences at theme related **family nights**.

(i) Theme promotes interaction: All children throughout the Mound Magnet for Global Citizenship will encounter a variety of explorative learning experiences in our dedicated **science lab** designed to enrich interaction with each other and build confidence with the world around them.

We are all part of the global marketplace and we believe it is imperative to prepare students with tools to develop a multicultural perspective and a global imagination. Children require specific instruction in the area of multiculturalism to truly understand each other's backgrounds before they can be expected to collaborate with each other effectively. Mound will utilize the **LeAp cultural literacy pack**, a comprehensive series of anthologies, drama, music, games, visual arts, maps, and images designed to address achievement gaps while nurturing respect and understanding for various cultures, for it is only through understanding each other that we will ever have a chance to work together in the global marketplace.

In addition to the multicultural component, students at Mound will be receive **weekly Spanish lessons** following a Foreign Language in Elementary School (FLES) model starting in the first project year. A parent survey indicated that Spanish instruction would be beneficial to validate language skills that Mound students may possess and at the same time attract additional Hispanic students. A project funded .5 FTE Spanish teacher will use **SymTalk**, a K-5 leveled curriculum in Spanish, to bring lively and engaging lessons to our students. SymTalk has proven very successful at a nearby private school and looks like a match for Mound.

To promote student interaction with others throughout the day, Mound teachers will use **best practices for interaction** in the classroom such as think, pair, share and teach listening dispositions through our common practice of *Visible Thinking Strategies*. When we learn to value the ideas of others, we learn how to sincerely interact. Additionally, all students have the

opportunity to participate in **organized lunchtime activities emphasizing teamwork and collaboration**. Students are rewarded for being “caught doing good” and each week one student from each grade levels 1-5 is drawn from the reward box to be the VIP, choosing the following week’s activities. This project is led and supervised by a dedicated staff member and a small team of volunteers and coordinated through a student lead leadership team. Mound maintains an active school culture, providing important leadership opportunities for students.

(ii) Project promotes academic achievement:

Science: Students at all grade levels will have bi-weekly access to a hands-on math and **science learning lab** where teachers have a dedicated space to share scientific experiments. Students at all grade levels will have daily access to the **outdoor garden habitat** for hands-on learning and data collection involving water, weather, organic soils, composting, planting, growing, harvesting and eventually marketing produce from the citrus orchard and vegetable gardens.

Global Communications: The **LeAp Cultural Literacy** program places emphasis on understanding unique aspects of culture and teaches students to approach others with respect. LeAp is largely a folktale-based literacy program, with peripheral emphases in writing, drama, music, poetry, and teambuilding exercises. Students at all grade levels will have access to an existing **32-station communications lab** equipped with Skype (communication) in order to participate in communicative exercises with family members and students across the city, county, country, and world.

Language Learning promotes academic achievement. Learning Spanish will help students better understand English and how language functions. Research by Dr. Kenji Hakuta at Stanford University has repeatedly verified the cognitive benefits of multilingualism.

Professional Development: In addition to the MSAP Common Practice professional development activities, Mound teachers will focus on science and agriculture. Throughout the life of the grant, Mound teachers will work with the teachers and trainers from the South Coast Science Project at UCSB, CSUCI, and representatives from Ventura County Agriculture in the Classroom to develop content knowledge that will sustain the program for years into the future. Their STEM Integrated Lesson Design Specialist will work closely with teachers as they revise their science instruction and infuse stem concepts into all areas of the curriculum.

(iii). Encourage greater parental decision making and involvement: Mound Magnet of Global Citizenship has a powerful parent organization. To make this school truly open to all families, Mound will employ a **bilingual parent liaison and ensure that outreach activities are linguistically and culturally appropriate.** The liaison will work hard to connect Hispanic families to Mound. The liaison will provide translation where necessary including at conferences, PTO meetings, family nights, etc.

Academy of Technology & Leadership At Saticoy (ATLAS)

Saticoy is a Title I Targeted Assistance School where 67.61% of students are eligible to receive free or reduced meals. The student population is 63.92% Hispanic. 22.3% of the students are English Learners. Saticoy will be designated as a “Magnet” school for the first time as a result of this MSAP to establish a formal goal creating a more balanced school population through recruitment and enrollment. Saticoy has already built a foundation of technology resources and activities to launch their new magnet. The new aspect to enhance students’ experiences at Saticoy is the “L” in ATLAS, Leadership.

(i) Theme selected to attract diversity: The two themes of Technology and Leadership were purposefully chosen based on school staff and parent feedback district-wide to attract white

students. It is important to note that as our magnet school grows, the students from the local boundary will still be included with a greater focus on recruiting more white students to ensure a diverse student body more closely related to that of our district. Teachers will be trained in *The Leader In Me* (TLIM) program which promotes being proactive in working with others, creating win-win situations in disagreements, synergizing, and seeking first to understand—all of which will ensure students of varied backgrounds have the skills to work together to have quality, meaningful interactions. In the classrooms, teachers will use a variety of collaborative structures to ensure interactions among students of different backgrounds such as: pair share, group work, whole class discussions, and other cooperative learning structures. In addition to *TLIM* concepts, students will have technology opportunities in a communication lab to Skype with students from other countries; take virtual field trips to places around the world, and even blog with students in other countries. This in and of itself will open their eyes to many different cultures and traditions broadening them to be more accepting of cultures and traditions of their classmates.

(i) Theme promotes interaction: Leadership opportunities will give all students the opportunity to interact. ATLAS will host four Saturday schools with a focus on leadership (Covey's *Seven Habits*) and will encourage student interaction, collaboration and an appreciation of diversity. ATLAS' has an active student council that partner with our feeder middle school and magnet high school. Student leaders from these schools will visit our campus to assist with a lunchtime activity put on by our student council. As leaders, our students will gain skills and experience in working through problems, valuing the opinions of others and celebrating synergy all toward increasing interaction.

(ii) Theme improves academic achievement: Studies show that technology positively increases student achievement in many ways. In one study done by James Kulik, it was found that on

average students who used computer based instruction scored at the 64th percentile whereas those without computers in the control conditions scored at the 50th percentile. In a study by David Nagel titled, “Study ties student achievement to technology integration” he asserts, "Educators are finding that the use of technology increases student engagement and empowers individualized instruction." Today students need the *technology* skills to compete and participate in this fast paced world along with the *leadership* traits to be productive and contributing members of society.

Technology: Teachers at ATLAS, with the support of a Technology Integration Specialist, will be sure that all children will experience a variety of technology tools that are used to interact with their curriculum. In **kindergarten** students will use existing interactive smartboards in a whole group, small group and individual setting. In addition, they have access to computers and iPads as part of our project’s common practices for independent practice in reading and math. In **first grade**, students use existing Nook Tablets to assist them in strengthening their reading skills. Students read independently, with partners, listen to ebooks and follow along, record their own voices reading, time themselves for reading fluency, and answer questions for reading comprehension. In **second** grade, the technology focus is two-fold: keyboarding and writing. The students utilize a daily keyboarding program to hone their typing skills in preparation for the Smarter Balances Assessment and to increase writing fluency. Writing is also developed through the use of blogging. Students will answer prompts and write creatively as well as respond to other students’ writing which increases the use of higher order thinking skills. In **third** grade, students focus on presentation skills. Both PowerPoint and Prezi presentations are taught to students to empower them with technology tools to get their ideas across in a creative, clear and organized way. Public speaking skills are taught alongside the technology skills. In **fourth and**

fifth grade, students use a variety of tools to culminate their technology training and present their ideas in an original format. Students participate in research, the online classroom environment Edmodo, online newspaper, Discovery Science tech-book, and many more technology options. Students at ATLAS use technology at least 25% of their day, in addition to the grade level foci described above.

Leadership Concentration: *The Leader In Me* by Franklin Covey: *The Leader in Me (TLIM)*

is a three-year transformation process that will be implemented with fidelity to form the leadership concentration of the magnet school. *The Leader in Me* process is now being implemented in over 1000 schools worldwide. Based on *The 7 Habits of Highly Effective People*®, *The Leader in Me* produces transformational results such as higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. *TLIM* provides a model of structure that guides our school from merely focusing on improving test scores, but also providing opportunities for students to develop their full potential, maximizing their self-confidence, which in turn indirectly increases student achievement and increases test scores. To combat ATLAS' low academic achievement scores, especially among children of low socioeconomic status, the Parent Liaison and Academic Support Teacher will work side by side to target children at need for intervention services. These services may be city or district provided services such as medical clinics, homeless services, or other basic needs care. Staff will also target the academic needs of students both during the day and in the after school and Saturday Academies.

Professional Development: In addition to staff development offered within the PLC's for all magnet schools via the MSAP funding, ATLAS teachers will undergo extensive staff development in both areas of Leadership and Technology. Technology staff development will

include webinar and online course via International Society for Technology in Education, technology integration training and conference attendance. Staff will also participate in the *Seven Habits* signature training and implementation planning. The training is comprised of five days of summer training with two days of follow-up training each year thereafter. With over 40 age-appropriate activities in each grade level specific activity guide that will be purchased through this plan, teachers can use the activity guides to introduce and teach the *Seven Habits* and other foundational leadership concepts to students. In addition, there will be opportunities to attend the California Activities Director's Association state conference to network and attend leadership sessions put on by other leadership teachers.

(iii). Encourage greater parental decision making and involvement

Parent Guides: The *Leader in Me* Parent's Guide is designed to help children learn the Seven Habits at home. Bilingual resources will be obtained to ensure that all parents access this guide. The parents can teach these lessons and activities in a fun way and enjoy spending time with their child. Each habit has a brief introduction followed by a fun activity that teaches principles. The child will also be able to track his or her progress throughout the week and celebrate their achievements. The activities and tracking tools will help the child develop positive habits every day, every week, until they learn all the habits – to grow in their abilities and confidence – and become a leader. The full guide is packed with additional ideas, activities and lessons, and a complete reading list. Bilingual support through the parent liaisons will ensure that all families benefit from these activities

Family Education and Theme Nights: ATLAS will host six bilingual family nights per project year designed to build parents' knowledge of the school theme and learn the leadership skills that are also being taught to their students. Dr. Stephen R. Covey has noted that strong families don't

just happen; they require the combined energy, talent, desire, vision, and dedication of all their members. Through the processes, tools, and skills outlined in *The 7 Habits of Successful Families* workshop, family members will be able to gain confidence in their knowledge and ability to strengthen their own families. In addition to these family nights, Saticoy will invite families to attend our established school events such as the Truckfest we host alongside The Ventura County Deputy Sheriff's Association. (See letter of support.)

Sheridan Way Academy of International Language Study – Sheridan Way is VUSD's most ethnically isolated elementary school. It is a school-wide Title I school where over 96% of the students enrolled are reported as Hispanic. Spanish is the home language for most Sheridan Way students. 79% of the students are English Learners and for many students, learning English takes place only at school. Active parent involvement and very dedicated staff make Sheridan Way a vibrant neighborhood school. Sheridan Way will be designated as a "Magnet" school for the first time as a result of this MSAP to establish a formal goal creating a more balanced school population through recruitment and enrollment.

(i) Theme selected to attract diversity and promote interaction. Sheridan Way offers an expanding biliteracy program, a model family center, preschool programs, and adult education taught through collaboration with the Mexican Consulate. Student achievement is improving in ELD, Language Arts and Math. However, substantial continued growth is needed for students to become proficient in English while at Sheridan Way and to close the Hispanic achievement gap with other ethnic groups. Staff are concerned that Sheridan Way students are not learning in a diverse setting. It is a challenge to provide English-speaking classmates so students can practice language skills. The biliteracy model validates Hispanic students' bilingualism and is attractive

to a few English-speaking neighborhood families but not unique enough to draw families from other parts of the city. An instructional theme that will really give students an edge in the future is needed to attract diversity to Sheridan Way and increase interaction opportunities for all students. Staff and parents are thrilled to select Mandarin language and culture study as the additional features to transform Sheridan Way into a magnet school for International Language Study. Based on conversations with parents, staff, representatives from the Confucius Institute at UCLA and our Board of Education President, we anticipate a very positive response to this new magnet theme from our community.

Increased classroom interaction through Lesson One and engagement strategies - Sheridan Way will specifically promote student interaction at school through the continued use of *Lesson One*. *Lesson One* is a positive behavior program that promotes respect, diversity, responsibility, and creates a sense of community. Each year students internalize more of the Lesson One routines and use these behaviors to improve relationships at school and readiness to learn. Sheridan Way teachers will increase their daily use of student pair-shares, triads, dyads for comprehension checks and group work to increase student engagement and collaboration. These efforts will establish a classroom learning culture where student interaction is the norm.

(ii) Improve student academic achievement -Students at Sheridan Way will study a challenging core curriculum of math, science and social studies while learning to communicate in a second and third language, and garnering a global perspective through their direct and academic knowledge of these cultures. The Sheridan Way biliteracy program will continue to provide instruction in Spanish and English, gradually increasing English instruction each year. Mandarin language and culture instruction will begin in kindergarten with enrichment Mandarin language instruction increasing to one hour per week in grade four and five, beginning in 2013.

Table 14 Sheridan Way Academy of International Language Study			
Languages Used for Instruction and Enrichment			
Grade	English	Spanish	Mandarin Enrichment
K	20%	80%	Mandarin Intro, Culture & Art, – 30 min/week
First	30%	70%	Mandarin Intro, Culture & Art, – 30 min/week
Second	40%	60%	Mandarin Intro, Culture & Art, – 30 min/week
Third	50%	50%	Mandarin Intro, Culture & Art, – 30 min/week
Fourth	70%	20%	Mandarin Language & Culture - one hour/week
Fifth	70%	20%	Mandarin Language & Culture – one hour/week

English Language Development – Sheridan Way offers a coordinated daily ELD program that groups English Learners by language proficiency levels to develop listening, speaking, reading and writing proficiency. Teachers measure students’ progress at regular intervals and use results to revise instruction and grouping. Next year, Sheridan Way teachers will receive district-funded professional development to use the newly-adopted *2012 California English Language Development Standards*. Additional efforts are required to ensure that English Learners meet the California English Language Development expectations each year. This plan provides an additional Strategic Academic Support Teacher to reduce the student:teacher ratio during ELD instruction at the upper grades and help more students meet the state ELD learning targets. Additional English books for classroom libraries will also be provided by MSAP to increase availability of high-interest books for research and pleasure reading.

Spanish language instruction prepares students in the biliteracy program with literacy and content skills in Spanish as a foundation for English language development. Staff designed an

immersion model modified for classrooms with very few English speakers. This model was developed with professional consultation by experts in the field of bilingual education (Dr. Rosa Molina and Dr. Kathryn Lindholm Leary). Since Spanish skills are essential to the biliteracy students' long term success, this plan provides an additional Academic Support Teacher in Spanish for intensive intervention support at grades K-3 to keep all students on track towards grade-level Spanish language arts benchmarks. Additional Spanish books for classroom libraries will also be provided by MSAP to increase availability of high-interest books for research and pleasure reading.

Mandarin instruction will be provided as an additional enrichment course according to the FLES (Foreign Language in the Elementary School) model. FLES instruction is proficiency-oriented with greater focus on communication than on grammatical correctness. Through immersion and FLES, Sheridan Way's program will offer the opportunity for students to become multilingual and multicultural. It will also provide students with the skills they will need as well as the knowledge, understanding, and appreciation of the cultural and linguistic diversity which exist in our world. Mandarin culture and language lessons will be taught by guest teachers using supplemental materials and *Sym-Talk* Chinese curriculum purchased with MSAP funds. The *Sym-Talk* Scope and Sequence for Chinese provides Beginning Level 1 and Level 2 skill development in Vocabulary, Speaking Structure and Reading/Writing. These easy-to use materials will allow Sheridan Way students to experience language learning in a very new way. At the same time they will learn more about another culture that is a part of the immigrant history of Ventura. Downtown Ventura still has buildings that were part of an original Chinatown where railroad workers lived. The Confucius Institute at UCLA will partner with Sheridan Way staff to develop the Mandarin program, obtain additional teaching materials and

support teachers. This is an exciting partnership for the Sheridan Way community. Confucius Institutes are non-profit public institutions aligned with the Government of the People's Republic of China that aim to promote Chinese language and culture, support local Chinese teaching internationally, and facilitate cultural exchanges. (Wikipedia)

Professional Development Sheridan Way teachers will fully participate in the MSAP common practices for professional development for *Visible Thinking Strategies*, *Developing Mathematical Ideas*, use of technology for teaching and learning and Professional Learning Communities. Teacher collaboration will be essential to the implementation and delivery of the program. Teachers will have the opportunity to collaborate as a Professional Learning Community. Furthermore, they will be provided with time to observe colleagues; visit other schools with similar themes to learn about successful and innovative practices. In addition, implementation of the international language and culture themes will require teacher collaboration to develop rigorous and motivating lessons that will integrate language, global issues, and technology. Sheridan Way staff will have five days each summer of theme-based training to improve expertise in teaching languages and cultures and develop instructional units. Also, professional development connected to the theme of language will include teacher participation at the California Association for Bilingual Education and Dual Language conferences.

(iii). Encourage greater parental decision making and involvement

Sheridan Way is always looking for ways to expand on parent involvement and decision making. Theme-based evening events will draw parents and families to Sheridan Way to learn more about their children's language and cultural experiences. Parent education series to teach parents how to help their students at home will be offered bilingually each project year. Parents have requested more assistance in this area. In order to specifically increase parental decision-

making, parent representatives from each grade level will be sponsored by the MSAP grant to participate in the Ventura Unified School District's Volunteer Training Program created by the Family School Community Partnership. This bilingual series prepares parents to be leaders and to assist other parents. It is based on Dr. Joyce Epstein's research at John Hopkins University.

The training is based on these core beliefs:

- All parents have dreams for their children and want the best for them.
- All parents have the capacity to support their children's learning
- Parents and school staff are partners in enhancing student achievement.

Training modules focus on Seven Keys to Success that will certainly increase parental involvement and decision making at our school. These keys are: 1) Parent Support, 2) Communicating, 3) Volunteering, 4) Learning at Home, 5) Decision-Making, 6) Collaborating with the Community, and 7) Building Relationships. We are fortunate to have this resource available to parents in our community!

Will Rogers - Environmental Science in a Dual Language Setting - Will Rogers is a school-wide Title I school in the fourth year of implementing a dual language program in English and Spanish. 78% of the students are Hispanic and 45% are reported as English Learners. Will Rogers is a centrally-located school serving neighborhood students and students attending through the schools of choice option. Although the dual language program has increased the enrollment at Will Rogers, it has not eliminated the Hispanic student isolation. Will Rogers will be designated as a "Magnet" school for the first time as a result of this project to establish a formal goal of creating a more balanced school population through recruitment and enrollment.

(i) Theme selected to attract diversity: We expect the Will Roger’s theme, Environmental Science in a Dual Language Setting, to attract diversity. Will Rogers is located less than one mile from another VUSD elementary school with a predominantly white enrollment. Yet, these students and staff from these two schools rarely, if ever, interact. Principals of both schools worked together during the planning process to identify themes for Will Rogers that would attract families from the nearby school and reduce the isolation of Hispanic students at Will Rogers. Parents from the nearby school were consulted regarding their interests and they recommended both environmental science and Spanish language instruction as desirable programs. The MSAP plan for Will Rogers includes various outreach activities designed to bring students, staff and families together from both schools. It will benefit both school communities to make these connections. It will promote opportunities for students enrolled at the nearby school to attend the Will Rogers Magnet. It will break down barriers between two areas of our community that have a lot to learn from each other.

(i) Theme selected to promote interaction Environmental Science in a Dual Language setting is an excellent match for the skills and expertise of Will Rogers teachers. To implement this plan, Will Rogers staff will use the Education and the Environment (EEI) Curriculum developed through the California Education and the Environment Initiative to bring education about the environment into elementary classrooms. The environmental topics included in these free on-line materials include: Air, Climate Change, Energy, Environmental Justice, Environmental Sustainability, Oceans, and Resource Conservation and Recycling. They provide excellent resources for Will Rogers teachers. Will Rogers will use their existing School Yard Habitat that they created alongside the US Department of the Interior, Fish and Wildlife Service (see letter of support) as an outdoor science lab carrying portable microscopes “out into the field.”

Increasing Student Interaction through Environmental Science –Environmental Science studies promotes student interaction through cooperative group work, community field trips, and connection events with students at our nearby school. Teachers at Will Rogers are trained to use Kagan’s Cooperative Learning model to effectively structure group work and student interactions. These skills will be very important as the Will Rogers community welcomes a more diverse student population every project year. Will Rogers implements the *Lesson One* curriculum school-wide to build community and develop personal skills. This has proven to be very powerful in creating a positive, student-centered school climate and establishing consistency in classroom norms for behavior. We believe the *Lesson One* learning environment will continue to increase student interaction at Will Rogers.

Increasing Student Interactions through Dual Language - The success of dual language programs is in part credited to the dependence on student-centered collaboration and cooperation as students interact with classmates of both language groups and depend on each other while building language proficiency. We see this happening in classrooms and on the playgrounds at Will Rogers. In addition to the academic interactions, dual language programs aspire to create multicultural proficiency. This is supported at Will Rogers through school, family, and community activities, events, and opportunities that teach and celebrate each culture with equal prestige.

(ii) Improve student academic achievement: -While the overall group of Will Rogers students met the minimal NCLB safe harbor targets in English Language Arts and Math in 2012 and English Learners exceeded California 2012 expectations for ELD progress, English Learners did not meet academic targets in English Language Arts and Math. We are seeking MSAP support to promote student achievement in Science, English Language Arts and Math. The school-wide emphasis on environmental science will result in students having more advanced science skills and much more. The FOSS thinking processes represent the rigor of instruction and content integration that is expected as teachers implement the new Common Core State Standards in English Language Arts and Mathematics and the Next Generation Science Standards. This

engaging and motivating new emphasis on environmental science learning will provide the exciting environment-focused content and experiences all students need to expand literacy and math learning throughout the day. Language learning will come from the hands-on experiences and academic vocabulary built into the science lessons and lab investigations. Classroom libraries will be expanded with MSAP funds to include more books about science, scientists, the environment, etc. This is exactly what teachers tell us that students need to be motivated, engaged and successful. Will Rogers already has a school garden that is funded by a grant from the Whole Kids Foundation and in 2009, they earned the “School Garden of the Year” Recognition from the former First Lady of California, Maria Shriver.

MSAP funds will increase the effectiveness of the Will Rogers Dual Language Model through Support for Dual Language Program Expansion and Students Struggling in English Language Arts and Mathematics - Will Rogers teachers are still in the early stages of building their school-wide dual language model. Each year a new grade rolls out its plans. In 2013-14 the dual language program will expand to 4th grade, in 2014-15 to 5th grade. To do this well, teachers require on-site professional support to design and implement an articulated sequence of bilingual instruction. They also need professional support to develop procedures and offer assistance for students who are not achieving annual expectations in language development, language or mathematics. To assist with this program expansion and develop support systems for struggling students, the MSAP provides a .8 Academic Support Teacher to collaborate with teachers at every grade for program design and systems of student support. Additional academic support Will Rogers students will take place during their Afterschool Intervention/Enrichment Program. MSAP funds will introduce access for more students and CSUCI STEM enrichment program for 4th and 5th grade students, once/week for ten weeks.

Professional Development – Will Rogers teachers will participate in the MSAP common practices for professional development for *Visible Thinking Strategies*, *Developing Mathematical Ideas*, use of technology and Professional Learning Communities. They will also have with time

to visit other schools with similar themes, such as Niemes Elementary – Magnet School of Environmental Science and Technology in Artesia, California to learn from their successes and challenges. This school is very similar to Will Rogers. It offers both a dual language program and is a magnet for environmental science and technology. Will Rogers staff will have five days each summer of theme-based training to improve expertise in teaching environmental science with the *FOSS* and *EEI* materials. In order to strengthen their skills in integrating language arts and science instruction, Will Rogers teachers are eager to have the opportunity to participate *Project GLAD* (Guided Language Acquisition Design). *GLAD* is a United States Department of Education Project of Academic Excellence model of professional development to promote integration of language acquisition, academic achievement and cross-cultural skills. It includes introduction to theory, demonstration lessons and coaching. Until this time resources have not been available to fully fund Will Rogers participation in *GLAD*. Trainers from the Ventura County Office of Education will be contracted through our MSAP grant to bring *GLAD* to Will Rogers.

(iii) Encourage greater parental decision-making and involvement: Will Rogers staff will host bilingual trimester evening meetings with parents from all grade levels to keep them informed about the opportunities offered in the magnet program. Each meeting will include a presentation of information/updates, demonstration of ways parents can support their children's learning at home, and time for parents to share ideas and questions. This format has been very successful in the past. It will be expanded through the MSAP to support the parents' involvement and decision-making roles in the magnet project. In order to specifically increase parental decision-making, parent representatives from each grade level will be sponsored by the

MSAP grant to participate in the Ventura Unified School District's Volunteer Training Program created by the Family School Community Partnership.

D. Budget and Resources

(1) The adequacy of the facilities that VUSD plans to use - E.P. Foster, Montalvo, Mound, Saticoy, Sheridan Way, and Will Rogers Elementary Schools are excellent facilities to offer the District's first elementary magnet programs for a variety of reasons:

Location: The six magnet schools are spread out throughout our community. This will allow access and provide increase choice to students and families in all parts of Ventura.

Adequacy of buildings and grounds: All of the y schools are well-maintained facilities with adequate classrooms and necessary facilities. Each has a cafeteria/auditorium and outdoor play areas. Will Rogers Elementary School has a Schoolyard Habit in place.

Suitability for Technology: VUSD classrooms are adequate for basic technology use. VUSD has installed WiFi access in addition to hard-line access at all schools sites and classroom. All classrooms have at least one teacher computer as well as access to computers for student use. The District provides a training computer for staff at the Educational Services Center along with a district Technology Teacher Specialist. The District also has uniform software programs for purchasing, student information system, attendance and record-keeping, and e-mail communication. Technology is also used for home-school communication.

(2) The adequacy of the equipment and supplies

VUSD will devote ample local resources in addition to grant funding for the equipment and supplies needed to implement the project. MSAP funds will be concentrated on one-time purchases and District resources will be used to cover consumable supplies and ongoing needs (state-adopted classroom textbooks and standards-based supplementary materials, leveled

readers, consumable materials, maintenance and technology support, etc.) The table below is a list of the equipment and supplies to be provided through both grant and local funding that will be used to support our project objectives and activities.

Table 15 - VUSD MSAP Equipment and Supplies	
District Funded	
Equipment	Supplies
Furniture and equipment set-ups for all classrooms: desks, chairs, tables, cubbies, teacher chairs, desks, etc.	Core textbooks for all academic content areas
WiFi access at every school to support school-wide computer use.	Spanish versions of core textbooks for dual language programs.
Outdated desktop computers, Liquid Crystal Display (LCD) Projectors and document cameras for each classroom.	Standards-based supplementary materials.
Schoolyard Habitat at Will Rogers	Library books
MSAP Funded Equipment	
Desktop computers for communications labs and teacher upgrades to current standards	
MSAP Funded Supplies	
Marketing and recruitment materials	
FOSS Kits, Science laboratory supplies and LEGOengineering kits	
iPads for project teachers and iPad mini sets for classroom use	
Musical Instruments	
Classroom library books in English and Spanish	

Visual Arts and dance supplies
Parent Volunteer training supplies
Language teaching curriculum (Spanish and Mandarin)
<i>Leader in Me</i> , LeAp, EEI, curriculum
Professional development supplies

(3) The adequacy and reasonableness of the budget for the project in relation to the objectives of the project.

VUSD is requesting an average of \$3,436,524 per year. This will allow us to provide project services to almost three thousand students each year at six elementary school sites.

Project Year	Year 1	Year 2	Year 3
MSAP Funds	\$3,379,273	\$3,463,264	\$3,467,038
Students Served	2904	2942	2944
Per Student Cost	\$1,163	\$1,177	\$1,177

E. Evaluation Plan

Evaluation is “a field that applies systematic inquiry to help improve programs, products, and personnel, as well as the human actions associated with them. The common ground for all evaluators is that they aspire to achieve accountability and learning by providing the best possible information that might bear on the value of whatever is being evaluated.” (American Evaluation Association, 2013).

Ventura’s magnet program will hire qualified, objective, outside evaluators to conduct the MSAP evaluation. The evaluators will work as a team to bring consistency to the evaluation process, to coordinate common evaluation activities, and to collaborate to ensure that schools

and the district receive the input they require to monitor program implementation effectively and to make wise data based program decisions. As well, the team will work together to ensure that required data are collected and mandatory reports submitted.

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

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

• **Formative evaluation—MSAP management plans:** Full and timely program implementation is critical to the production of desired outcomes. During the first two project months, the evaluators and project and site leadership team members will work together to develop detailed management plans to guide implementation. Management plans will include desired long-term outcomes, milestones to be reached to meet those outcomes, activities required to achieve milestones, responsibilities, timelines, and methods for verifying attainment of milestones and outcomes for each project component. The evaluator’s responsibility is to ensure that evaluation

is embedded in the management plan development process via verifications. The evaluators will use the verification methods to provide feedback on implementation.

• ***Process evaluation—Concerns-Based Adoption Model (CBAM), Tools for School***

Improvement: to assess fidelity of implementation to design and to project logic models. The Concerns-Based Adoption Model will be used to assess *Levels of Use* and as a framework for developing *Innovation Configurations* or profiles of instructional practices or rubrics for rating the degree that innovative project-identified features are being implemented in the classroom and elsewhere. Evaluators will use the Levels of Use structure to develop surveys and interview teachers regarding classroom implementation. Evaluators and school site teams will work together to develop the theme-based Innovation Configurations.

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

• ***Outcome evaluation—Ventura MSAP objective-based evaluation plan:*** Determining whether objectives have been achieved is an important information piece for decision makers. The

external evaluators have responsibility for providing input to decision makers to determine the degree of achievement of program outcomes and objectives. Ventura’s program goals and objectives will guide this effort.

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

(1) Includes methods that are appropriate to the project

Ventura’s proposed methods are appropriate to the project as follows:

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

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

Process evaluation—methods appropriate to program design elements. The evaluation team will develop Concerns-Based Adoption Model Innovation Configurations, tools that are composed of word picture descriptions of the different operational forms of an innovation or change. The project evaluation will use the Innovation Configurations as teachers self-assess and as principals and other monitor implementation. Teachers and others will indicate their level of implementation on the Innovation Configuration annually. A relevant example of an Innovation Configuration is included below for the behavior: “Daily instruction is informed through teacher discussion of student work and analysis of student achievement data.”

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

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

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

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

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

Project Goals	Method of Evaluation
Goal 1: Reduce ethnic isolation	1a and 1b. Official enrollment data from California Department of Education, California Longitudinal Pupil Achievement Data System – CALPADS compared to proposed changes in enrollment demographics on Tables 1, 3, and 4 of this application.

Project Goals	Method of Evaluation
Goal 2: Promote increased interactions among students	2. Project-developed student surveys with item development based on desired outcomes
Goal 3: Demonstrate achievement of high academic standards	<p>3a1 and 3a2. California Standards Test of English Language Arts (2014) and Smarter Balance Assessments (2015, 2016)</p> <p>3b1 and 3b2. California Standards Test of Mathematics (2014) and Smarter Balance Assessments (2015, 2016)</p> <p>3c. Project-developed STEM performance assessment rubrics</p>
Goal 4: Promote greater parental decision-making and involvement	4a and 4b. Project-developed parent surveys with item development based on desired outcomes
Goal 5: Support development and implementation	<p>5a. Professional development: Self-assessment surveys using Concerns-Based Adoption Model Levels of Use and principal/administrator observations using Concerns-Based Adoption Model Innovation Configurations</p> <p>5b. Capacity building: Documentation of achievement of milestones and completion of activities per management plan (surveys, artifacts, agenda, observation, etc.)</p> <p>5c—Sustainability: Documented sustainability plans including component to be sustained, funding plan and written letters of</p>

Project Goals	Method of Evaluation
	commitment

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

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

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

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

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

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

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

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

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

Methods appropriate to decision makers and constituents

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

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

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

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

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

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

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

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

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

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

Project Goals	Quantifiable Data
Goal 1: Reduce ethnic isolation	Number and percentage of new and continuing students enrolled by numerically significant groups, school, grade, and magnet/feeder/district.

Project Goals	Quantifiable Data
Goal 2: Promote increased interactions among students	Number and percentage of students per response type (Likert-type, yes/no, checklist, etc.)
Goal 3: Demonstrate achievement of high academic standards	<p>Number and percentage of students from major racial and ethnic groups who score at or above proficient on State assessments in reading/language arts and mathematics (California Standards Tests) Annual Yearly Progress and Safe Harbor calculated by California Department of Education.</p> <p>Number and percentage of students at various levels of proficiency on grade level theme-based skills</p>
Goal 4: Promote greater parental decision-making and involvement	Number and percentage of students and teachers per item and response type (Likert-type, yes/no, checklist, etc.).
Goal 5: Support development and implementation	<p>5a. Professional development: Number and percentage of teachers at different levels of use of site-identified theme-based strategies.</p> <p>5b. Capacity building: Number and type of milestones achieved and activities implemented.</p> <p>5c. Sustainability: Documented sustainability plans including component to be sustained, funding plan and written letters of</p>

Project Goals	Quantifiable Data
	commitment

This table provides the timeline for evaluation activities:

Activity (in conjunction with named entity)	Timeframe
Evaluation Plan: Develop detailed Evaluation Plan. Review and revise based on MSAP steering committee and input.	Within 2 months of award
Interaction between evaluators and project staff <ul style="list-style-type: none"> • Meetings with project or site coordinator • Attendance at meetings of project or site leadership teams 	Monthly As scheduled
Management plans: Assist in development of detailed management plans for each school and the project overall (Steering committees)	Within 2 months of award. Updated annually.
CBAM—Innovation Configurations <ul style="list-style-type: none"> • Draft innovation configurations for each key program behavior and/or component (Project leadership team) • Revise as project matures • Administer to teachers 	Within 6 months Annually by June Annually, spring
Logic models: Assist in development of logic models for each school and the project overall (Project and site leadership teams)	Draft end of Year 1. Finalization by end.
CBAM—Stages of Concern: Administer to school staff	Annually, spring
Other Instruments: Draft all required instruments—verification methods in management plans, teacher and student surveys, parent survey, program implementation survey, curriculum evaluation rubric,	Year 1 within required timeframe, revisions as needed

Activity (in conjunction with named entity)	Timeframe
etc.	
Data Collection: Collect data according to approved Evaluation Plan	Continuous
Data Analysis: Analyze data according to approved Evaluation Plan	As data are available
MSAP Evaluator Meetings: Provide input regarding outcomes and implementation as available.	As scheduled with minimum 3 x year.
Annual Performance Report: Gather data, summarize, analyze, and report	April 2014, 2015, 2016
Surveys: Administer surveys to teachers, parents, students	Annually, spring
Ad Hoc: Gather data, summarize, analyze, and report	October 2014, 2015
Final Performance Report: Gather data, summarize, analyze, and report	December 2016

The district will hire an experienced and independent external evaluation team for the important effort of evaluating the MSAP program. The district will hire an outside evaluation team to lead the evaluation. The external evaluation team will have the following members:

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

(evaluation training, new project director orientation). Consultant for regional DAIT and Title III/Year 4 teams providing support services to state-monitored schools.

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

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

Jacqueline B. Rojas, Ph.D. Science, Curtin University, Australia. Dr. Rojas has 30 years of classroom teaching experience in grades K through 8. In addition to her classroom experience, she served as science mentor teacher and led effort to implement the innovative Beckman Institute science project. Dr. Rojas is a multiple award-winning teacher including the AMGEN teacher of the year award. She has also trained other teachers both in science and in instruction

for English learners including bilingual and dual immersion. Dr. Rojas' teaching is STEM, cross disciplinary with science as a vehicle for learning all subjects. She teaches university classes at University of California and California State University both in science and in teacher training. Dr. Rojas has served a number of school districts as both professional developer and evaluator.

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

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

F. Commitment and Capacity

(i) VUSD is committed to the magnet schools project - For over 25 years, the Ventura Unified School District has successfully implemented numerous federal grant programs that have build capacity for innovative learning environments and addressed the needs of minority students. The District consistently incorporates grant-funded staffing and best practices into ongoing programs and services to sustain the momentum developed with outside funds. Three examples of the

District's long-standing commitment to sustaining grant activities are: 1) The Healthy Start program was initiated at one elementary school with federal funds more than 25 years ago. District efforts expanded Healthy Start to two additional elementary schools, one high school, and formally De Anza Middle School. The Family Centers and services are still in place at these sites, even though funding ended more than a decade ago. 2) The VUSD Dual Language Program started at one elementary school thirteen years ago with a Title VII grant. The Dual Language Program has grown from one to three elementary schools, one middle school and one high school. Our first group of students is graduating this year! It is a model program in our county and state with strong community and district support. It prompted the VUSD Board to award Multilingual Recognition seals on high school diplomas for graduating seniors, further demonstrating district commitment to multilingualism and to motivate students to continue language studies throughout high school. 3) Three years ago VUSD was awarded a Magnet Schools Assistance Program grant to radically change a failing middle school. Through that project, we began to change the conversation about magnet schools in our district and city. The District looked at equity in its school system. Now, when our district thinks MSAP, they think of a school that was at 450 students, 95% Hispanic and about to close, but rose from the ashes to a school of nearly 900 students, now 75% Hispanic, who gained 55 Academic Performance Index points in one year. Our city has begun to trust in the power of a new definition of "magnet school." It is on the coattails of this energy that we will built a six-school, city-wide, life changing *magnet machine*.

Table 16 below outlines the steps VUSD has and will take to ensure that this project, when funded will be sustained well beyond the funding period.

Table 16 - VUSD Commitment to Sustaining Magnet Schools	
<u>MSAP Activities to Build District Capacity</u>	<u>Plans for Project Continuation</u>
Desegregation through active recruitment and School of Choice Lottery	Desegregation through active recruitment and School of Choice Lottery
Six magnet school models for desegregation	Identify additional magnet school sites
Professional development for teachers in theme-related areas, STEM, Visible Thinking Strategies, Developing Mathematical Ideas, and technology for teaching and learning..	Trained teachers infuse learned skills into everyday teaching across the curriculum; trainer of trainers model for other teachers.
Magnet themes established at school sites	Magnet themes supported by district and through community partnerships
Technology for teaching and learning	Technology to be maintained for magnet use through VUSD
Trained parent volunteers	Parent volunteers assist in training of others
Partnership with CSUCI STEM Outreach Program	Continued CSUCI collaboration – place future STEM-trained teachers in VUSD
Project-developed recruitment/marketing materials, routines, procedures	Continue use of project-developed recruitment/marketing products.

With the systematic reforms in place, this project will continue to have a lasting effect to decrease Hispanic isolation, increase student achievement, and engage parents in making decisions at our schools. The processes crated will serve as a model to future schools.

(ii) VUSD has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available. The District's strong commitment to decreasing Hispanic isolation through magnet schools is demonstrated by the time and resources already committed. There is a comprehensive plan for building magnet program infrastructure during the funding period and a realistic plan for cost assumption at the conclusion of the grant. This commitment is evident by the involvement of district administration, site principals, parents and community members in the planning and writing of this application. A strong philosophical commitment to increasing school choice through our voluntary desegregation plan is evident from the School Board, Superintendent, district management team and teachers' association leadership.

Before Implementation: The Governing Board provided approval and support for the voluntary desegregation plan and provided funding and time for planning and development of the project during the 2012-13 school year. Staff was released to conduct interest surveys, review student data, explore exemplary programs, make presentations to staff at new magnet schools and district committee meetings, and work as a team to write this application.

During the funded period: The District will support this project through teacher specialist support in technology, language arts, math, bilingual education, and English Language Development; and afterschool programs at magnet schools.

After funded period: VUSD has demonstrated commitment to the development of a plan to assume program costs and grant-funded personnel. This table details the post-grant funding sources have been identified to sustain the MSAP theme-based magnets past the funded period.

Activities to be supported	Post-grant funding sources
Theme-based instruction	Professional development support will continue through district specialists, district/site-funded collaboration time and conference attendance. Instructional routines will remain in place
Project personnel	MSAP funded personnel will be absorbed into positions district-wide. Their magnet school skills will support the district's desegregation plan throughout VUSD.
Marketing and Recruitment	District funds and site resources will maintain magnet school's marketing and recruitment efforts utilizing materials and routines developed with MSAP funds.
After-school programs/ Saturday School	District grant funds and private benefactor support will maintain after-school/Saturday program options at all magnet sites
Technology maintenance	Assumed by district technology department
Project evaluation	Routines and reports developed by Data Analyst and Program Evaluator will continue to be supported with district funds.

We are confident that this plan will successfully transform VUSD elementary schools into more diverse learning environments for the benefit of our entire community. The efforts will last long into the future.

“If we are facing in the right direction, all we have to do is keep on walking.”

---Buddhist saying