

# **U.S. Department of Education**

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**FY 2007 APPLICATION FOR GRANTS UNDER THE MAGNET SCHOOLS ASSISTANCE  
PROGRAM**

**CFDA # 84.165A**

**PR/Award # U165A070056**

**Grants.gov Tracking#: GRANT00253740**

There were problems converting one or more of the attachments. Please see list below.

OMB No. 1855-0011. Expiration Date: 04/30/2007

Closing Date: APR 27, 2007

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There was a problem converting the following attachments:

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- (3199-MSAPTABLE4.xls)
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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424** Version 02

<b>* 1. Type of Submission:</b> <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	<b>* 2. Type of Application:</b> <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	<b>* If Revision, select appropriate letter(s):</b> <input type="text"/> <b>* Other (Specify):</b> <input type="text"/>
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<b>* 3. Date Received:</b> <input type="text" value="04/27/2007"/>	<b>4. Applicant Identifier:</b> <input type="text"/>
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<b>5a. Federal Entity Identifier:</b> <input type="text"/>	<b>* 5b. Federal Award Identifier:</b> <input type="text"/>
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**State Use Only:**

<b>6. Date Received by State:</b> <input type="text"/>	<b>7. State Application Identifier:</b> <input type="text"/>
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**8. APPLICANT INFORMATION:**

<b>* a. Legal Name:</b> <input type="text" value="Moorpark Unified School District"/>
---

<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> <input type="text" value="953586109"/>	<b>* c. Organizational DUNS:</b> <input type="text" value="095628715"/>
--	--

**d. Address:**

<b>* Street1:</b>	<input type="text" value="5297 Maureen Lane"/>
<b>Street2:</b>	<input type="text"/>
<b>* City:</b>	<input type="text" value="Moorpark"/>
<b>County:</b>	<input type="text" value="Ventura"/>
<b>* State:</b>	<input type="text" value="CA: California"/>
<b>Province:</b>	<input type="text"/>
<b>* Country:</b>	<input type="text" value="USA: UNITED STATES"/>
<b>* Zip / Postal Code:</b>	<input type="text" value="93021"/>

**e. Organizational Unit:**

<b>Department Name:</b> <input type="text"/>	<b>Division Name:</b> <input type="text"/>
---	---

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

<b>Prefix:</b> <input type="text" value="Ms."/>	<b>* First Name:</b> <input type="text" value="Marilyn"/>
<b>Middle Name:</b>	<input type="text"/>
<b>* Last Name:</b>	<input type="text" value="Green"/>
<b>Suffix:</b>	<input type="text"/>
<b>Title:</b>	<input type="text" value="Director of Special Projects"/>

<b>Organizational Affiliation:</b> <input type="text"/>
--

<b>* Telephone Number:</b> <input type="text" value="805.531.6420"/>	<b>Fax Number:</b> <input type="text" value="805.531.6641"/>
--	--

<b>* Email:</b> <input type="text" value="mgreen@mrpk.k12.ca.us"/>
--

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

\* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

\* 12. Funding Opportunity Number:

ED-GRANTS-030907-002

\* Title:

Magnet Schools Assistance Program CFDA 84.165A

13. Competition Identification Number:

84-165A2007-2

Title:

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

Moorpark, CA

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

Walnut Canyon Magnet School Arts and Technology Magnet

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424 Version 02

**16. Congressional Districts Of:**  
\* a. Applicant  \* b. Program/Project

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

**17. Proposed Project:**  
\* a. Start Date:  \* b. End Date:

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

* a. Federal	<input type="text" value="556,864.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

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

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

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

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

Yes  No

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

**\*\* I AGREE**

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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



## Attachments

AdditionalCongressionalDistricts

**File Name**

**Mime Type**

AdditionalProjectTitle

**File Name**

**Mime Type**



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution Organization: Moorpark Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 184,568	\$ 186,818	\$ 190,228	\$ 0	\$ 0	\$ 561,614
2. Fringe Benefits	\$ 59,461	\$ 59,776	\$ 60,254	\$ 0	\$ 0	\$ 179,491
3. Travel	\$ 22,000	\$ 27,000	\$ 19,000	\$ 0	\$ 0	\$ 68,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 193,757	\$ 167,675	\$ 134,560	\$ 0	\$ 0	\$ 495,992
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 66,750	\$ 51,750	\$ 51,750	\$ 0	\$ 0	\$ 170,250
9. Total Direct Costs (lines 1-8)	\$ 526,536	\$ 493,019	\$ 455,792	\$ 0	\$ 0	\$ 1,475,347
10. Indirect Costs*	\$ 30,328	\$ 28,398	\$ 26,254	\$ 0	\$ 0	\$ 84,980
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 556,864	\$ 521,417	\$ 482,046	\$ 0	\$ 0	\$ 1,560,327

\*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm dd yyyy)

Approving Federal agency:  ED  Other (please specify):

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or  Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution Organization:  
Moorpark Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007  
Expiration Date 04/30/2008

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00253740

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Marilyn Green	* TITLE Director of Special Projects
* APPLICANT ORGANIZATION Moorpark Unified School District	* DATE SUBMITTED 04-27-2007

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

## DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year                      quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime    <input type="checkbox"/> SubAwardee    Tier if known:</p> <p>* Name: This form is not applicable. Moorpark USD does not lobby.</p> <p>* Address: 5297 Maureen Lane</p> <p>Moorpark</p> <p>CA: California</p> <p>93021</p> <p>Congressional District, if known: 24</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>US Department of Education</p>	<p>7. * Federal Program Name/Description: Magnet Schools Assistance</p> <p>CFDA Number, if applicable: 84.165</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: Not applicable</p> <p>Not applicable</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: Not applicable</p> <p>Not applicable</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		<p>* Signature: Marilyn Green</p> <p>* Name: Marilyn</p> <p>Green</p> <p>Title:</p> <p>Telephone No.:</p>

	Date: 04-27-2007
Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

**Public Burden Disclosure Statement**

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

## NOTICE TO ALL APPLICANTS

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require

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

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.



## Attachment Information

File Name

3654-gepamsap.doc

Mime Type

application/msword

## General Education Provisions Act (GEPA) Requirement

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

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

1. All communication sent to parents of MSAP students will be sent in Spanish and English. Translators will be available at project-related parent meetings for Spanish-speaking parents for them to be able to provide input into the project and benefit fully from project services.
2. All invitations to participate in MSAP activities will be made in Spanish and English.
3. All parent education, outreach, and services provided by the project will be provided in Spanish and English.
4. This project will serve **all** identified students at the selected elementary site, Walnut Canyon Elementary School. Project participants will be selected without regard to race, color, national origin, gender, age, or handicapping condition.
5. Students with disabilities will receive supplemental support or services as needed to access all project activities, such as assistant from an instructional aide, large print materials, sign language interpreters, computers, or other assistive technology as needed.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION
----------------------------

Moorpark Unified School District
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* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
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Prefix: Ms.    * First Name: Marilyn    Middle Name:
--

* Last Name: Green    Suffix:    * Title: Director of Special Projects
--

* SIGNATURE: Marilyn Green    * DATE: 04/27/2007
--

# SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

## 1. Project Director

**\* Name:**

Ms

Marilyn

Green

**\* Address:**

5297 Maureen Lane

Ventura

County

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93021

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**Fax Number:**

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**Email:**

mgreen@mrpk.k12.ca.us

## 2. Applicant Experience:

Yes  No  Not applicable to this program

## 3. Human Subjects Research

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

FileName

MimeType

Tracking Number: GRANT00253740

## **Project Narrative**

### **Abstract Narrative**

Attachment 1:

Title: Pages: Uploaded File: **3560-WCMSAPABSTRACT.doc**

## Project Abstract

**Project Title:** Walnut Canyon Arts and Technology Magnet School

**Goals and Objectives:** By the end of the project funding cycle, we expect to meet project objectives and achieve the following results:

- Reduction of minority group isolation at the magnet school and feeder schools.
- Development of a school climate that embraces and fosters diversity and multiculturalism and contributes to the development and growth of all students.
- Increased District capacity for systematic reform; including trained teachers, professional learning community institutionalized, equipment and supplies purchased, integrated curriculum created, parent involvement strengthened, and successful components identified.
- Success in academic content, visual and performing arts, and technology: Students will meet growth targets in Math and English Language Arts; the achievement gap between significant subpopulations will decrease; and students will demonstrate proficiency in visual and performing arts and technology.
- Choice for all parents, with priority placement for students from students in program improvement schools.

**Magnet School:** Walnut Canyon will be a K-5 Arts and Technology magnet school designed to provide high quality instruction for 608 students from throughout the community.

**Special Curricular Program:** We propose a program that emphasizes the arts and technology as they blend seamlessly with content instruction to provide a rich thematic means of educating children. Key components include visual and performing arts, technology, extended day assistance, professional development, and parent involvement.

Ample research supports **arts education** as a viable means of cultivating essential qualities students will need to succeed in the 21st century: cooperation, communication, creativity, cultural understanding, and problem solving. Our goal is for all students to become proficient in all academic areas as well as the arts. They will learn to be performers, audience members, students of the arts, and artists. The project will integrate arts into the curriculum. Artists-in residence and field trips will bring art in all of its forms alive to students.

Likewise, research tells us that infused **technology** enhances the learning experience for virtually all students. Our project will use technology to enhance **English language arts instruction** (read, write, research, evaluation information in a digital environment; learn to express themselves compellingly using images, animation, sound, music, and video), **mathematics instruction** (e.g., for practice and mastery of basic skills, but also to provide daily opportunities to analyze, synthesize, manipulate digital data and use data for meaningful purposes), and **the arts** (both for study and to create art via digital paint, animation, and three-dimensional modeling, computer graphics animation, and multi-media design).

Our after school component will include art and other enrichment classes. English language development, computer labs, tutoring, and help with homework. While these topics seem rather mundane, we will bring them alive with our themed art and technology focus.

Researched-based teacher training and meaningful parent involvement round out our vision.

**Number of Students Expected to Participate:** 608 students

Comment [LA1]: I think this goes elsewhere. Too detailed for abstract in my opinion.

# Project Narrative

## Project Narrative

Attachment 1:

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## **Introduction**

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

The impact of the growth and location of new housing in the community outside of the downtown area, the geographic isolation of the poorest children who resided in the District, and the need to build many new schools, prompted the District to examine the configuration and attendance areas of all schools. If all schools were neighborhood schools and housed grades K through 5, some elementary schools would be almost entirely comprised of poor, non-English speaking Hispanic children, while others would be primarily white and affluent. The District adopted as an absolute priority a commitment to serve all children in the District in integrated schools. Equal educational opportunities would be provided for every child who resided within Moorpark, regardless of their ethnicity, language proficiency, where they lived, or their economic status. Therefore, the District configured the new schools being built as primary schools (K-2 or K-3), and configured schools in the downtown area as upper elementary schools (3-5 or 4-5), so that all sites would remain integrated. Because children were assigned to schools outside of their local neighborhoods, the District provided transportation.

Today the District consists of six elementary schools, two middle schools, a comprehensive high school, a continuation high school, and an alternative high school. The total District enrollment today is 7603. The District demographic make-up is 49% minority and 51% non-minority and the District is projected to show slight increases in the minority percentage over the next three years.

In recent years, parents have requested that the District consider moving to a more conventional K-5 configuration. In response to parent input, the District commissioned a parent and community-led committee to study the enrollment and demographic trends and make recommendations on how to change grade level configurations while maintaining ethnic, linguistic, and socio-economic balance. At this time the School Board also adopted a voluntary desegregation plan. This committee worked with a demographic consultant and used focus groups and parent surveys to gather information on school choice, possible magnet themes, and attendance boundaries. In 2004, based on the committee's recommendation, our first magnet school was created in the older of the two downtown schools. In subsequent years, skillful adjustment of boundaries and offering school choice options to parents has helped to increase diversity at all sites.

The transformation of Walnut Canyon as a new magnet school is the essential next step in this process. Parent surveys and focus groups provided input into the selection of a theme for the new magnet school. The purpose of the survey was to see if all segments of the community would support sending children to the downtown area, and if so, what programs would attract their interest. Seventy-four percent of those who responded to the committee's survey about the new magnet indicated that they would like to see the District start an Arts and Technology Magnet. Sixty-two percent of parents who responded indicated that they would definitely or be somewhat inclined to send their students to that magnet. The committee's conclusion, accepted by the Board of Education, was to initiate a new Arts and Technology Magnet at Walnut Canyon.

## **Priority 1 – Need for Assistance**

There is a clear and compelling need for this Magnet School project. If Walnut Canyon Elementary School served only the immediate neighborhood, this site would be 85% minority and have a minority enrollment that is 31% above the District average. Through the use of MSAP funding we will reduce minority group isolation and build the District’s capacity to sustain the project-initiated reforms. It will also allow us to provide the unique artistic performance and creative experiences needed to attract and retain students, while ensuring that they succeed in mastering challenging academic content. MSAP funding will allow us to fully implement the project theme and provide the effective strategies and rigorous, integrated instruction described in this application.

### **(a) Costs of fully implementing the magnet school project**

Magnet school funding is needed to transform the site from an ordinary elementary school into a magical stage and studio where students learn content standards and self-confidence as they perform and create. Bringing our magnet school vision to life and clearly establishing its theme will require more resources than we will be able to allocate through local and state sources. MSAP funding will provide leadership, curriculum development and integration, professional development and coaching, public relations support for recruitment and community outreach, technology and equipment, and close monitoring and evaluation to ensure that our implementation is faithful to and consistent with our dream for this school.

This table summarizes the projected three year funding requested from MSAP to implement project activities.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Totals</b>
<b>Personnel</b>	\$ 184,568	\$ 186,818	\$ 190,228	\$ 561,614
<b>Benefits</b>	\$ 59,461	\$ 59,776	\$ 60,254	\$ 179,491
<b>Conference and travel</b>	\$ 22,000	\$ 27,000	\$ 19,000	\$ 68,000
<b>Supplies</b>	\$ 193,757	\$ 167,675	\$ 134,560	\$ 495,992

	Year 1	Year 2	Year 3	Totals
<b>Other</b>	\$ 66,750	\$ 51,750	\$ 51,750	\$ 170,250
<b>Sub-total</b>	\$ 526,536	\$ 493,019	\$ 455,792	\$ 1,475,347
<b>Indirect costs (@ 5.76%)</b>	\$ 30,328	\$ 28,398	\$ 26,254	\$ 84,980
<b>Totals</b>	\$ 556,864	\$ 521,417	\$ 482,046	\$ 1,560,327

Together with the District contributions, described in the following section, MSAP funding will allow us to implement all components of our project.

**(b) Resources available**

Moorpark Unified School District will allocate a significant amount of time, resources, and funding in support of the conversion of Walnut Canyon Elementary to a magnet school.

**Funding:** This table represents the District contributions that will be added to MSAP funding to fully implement the Magnet School Assistance Program as described in this application.

Year	MSAP Funds	Moorpark Unified Contribution	Total Project Costs
First	\$ 556,864	(b)(4)	
Second	\$ 521,417		
Third	\$ 482,046		

**Equipment and facilities:** The District contribution represents the costs of basic furniture and equipment (desks, chairs, cabinets, tables, playground equipment, textbooks, library books, classroom libraries, leveled readers, teacher supplies, etc.).

**Personnel:** The District will also provide the salaries and benefits of teachers, administrators (principal and assistant principal), office staff (office manager, clerks, and nurse), instructional assistants, campus supervisors, library media specialist, school psychologist, cafeteria workers, and custodians. In addition to the basic staffing ratio, the District will provide the project the following full time positions: computer technician, music teacher, and art teacher. This support

alone will equal an annual contribution of (b)(4) To provide a full time project director, the District plans to contribute the cost of a (b)(4) toward this position each year. The project will be staffed with 31 highly qualified teachers. Every teacher at Walnut Canyon meets *No Child Left Behind* qualifications and all have their English Learner certification.

**Leadership:** An exceptionally well-qualified and experienced leadership team has been assembled to facilitate and lead implementation efforts.

**Resources devoted to planning for the magnet school:** In the current 2006-07 school year, in preparation for initiating a new magnet school, the District has also allocated time and funding to complete the following activities:

- Surveying and holding focus group meetings with parents on their interests and needs
- Releasing teachers and administrative staff to develop a vision for their school
- Providing time for the study of research and development of a school theme
- Working with a public relations expert to learn how to best communicate the theme and provide outreach to parents
- Providing a District employee to facilitate the vision/application process
- Purchasing essential start up equipment related to arts and technology
- Paying teachers to research the theme and begin planning curriculum

**Other resources to support the project:** In addition to the teachers, facilities, administrative team, equipment, and supplies described above, the project will also benefit from the community buy-in established through the planning efforts. Involving minority and non-minority parents in selection of the theme and listening closely to their input as we plan for next year has created a system of support for the project that will be an important resource as we move forward.

**(c) Extent to which the costs exceed resources**

California's K-12 spending on education is well below the national average. California currently ranks 30<sup>th</sup> out of the 50 states in terms of per-pupil state funding for education. Adjusting for regional cost differences, the research finds that Texas spends 12% more per pupil than California; Florida, 18%; New York, 75%; and the rest of the country, 30% (SchoolNet, 2007).

Anti-tax initiative campaigns have hampered local school districts' ability to raise taxes to support local educational efforts. With the bleak economic forecast currently predicted for the state, this picture is unlikely to improve in the immediate future. Our students cannot wait until there is an economic upturn or change in the state educational funding structure to receive an excellent preparation for their future. Moorpark Unified is seeking grant funding to ensure that all our students have the best possible educational opportunities we can provide for them now, during the thirteen years they will spend with us. With MSAP funds, we will be able to reduce minority group isolation and provide participating students with a high quality educational alternative designed to close the academic achievement gap between minority and non-minority students.

The costs of initiating a new magnet school exceed the District's current capacity to fund a project of this scope and importance. To fully implement the project as planned, additional resources will be needed. Although the District is committing substantial resources to convert Walnut Canyon School to a K-5 magnet school, local funding is insufficient to carry out the program as designed. MSAP funds will assist us by providing the following essential services to the project:

**Project director:** This position is critical to the success of the program and will be vital to provide leadership to implement project theme and develop a clear, inspiring project vision. In addition the director will:

- Coordinate all project implementation and activities
- Collect, organize, and provide data for evaluation
- Communicate about the project to site, District, and community
- Plan and implement staff development
- Keep track of project accomplishments and outcomes
- Problem-solve obstacles, and celebrate successes

**Amount to provide this service that exceeds local resources:** \$118,337 over three years

**Curriculum development:** The integration of the arts into all content areas will require time for teachers to meet to create thematic units that teach high levels of academic content through the arts. Teachers will need to adapt assessments, create pacing guides, and develop model lessons for all subjects and all grade levels. In addition to content standards, project teachers will adopt arts standards and develop student portfolios and assessments to determine student proficiency in the arts.

**Amount to provide this service that exceeds local resources:** \$47,740 over three years

**Professional development:** While classroom and other project staff have been selected for their interest and training in visual and performing arts, their current level of training is basic and we want to move all staff to a much more advanced level. We need time and resources to ensure that all our teachers have advanced knowledge and skills in technology and visual and performing arts. Grant funds will help us build the capacity of teachers and other staff to continue project activities past the funded period. All project teachers will be provided intensive, high quality training in magnet school purposes, diversity and desegregation strategies, high expectations, conflict resolution, the arts, and technology.

**Amount to provide this service that exceeds local resources:** \$277,248 over three years

**Public relations:** A comprehensive media and marketing campaign is planned to support this project. MSAP funds will be used to develop a consistent message about the project, increase awareness of the magnet program and support recruitment, positively impact choice for students at Program Improvement sites, and build District capacity to get the word out about good things happening in our magnet school.

**Amount to provide this service that exceeds local resources:** \$77,973 over three years

**Counseling:** There is no consistent source of funding to support elementary counseling in California, but our students are faced with many problems that could be resolved through counseling. MSAP funding will provide children and families with daily support to resolve potential issues that may affect student learning and work with families to limit potential barriers that may be keeping students from arriving ready to learn.

**Amount to provide this service that exceeds local resources:** \$81,000 over three years

**Technology:** MSAP funds will ensure that all project classrooms are supplied with cutting-edge technology tools that will motivate students, attract families to the magnet, provide tools for teachers to make data-driven decisions, and support student learning. Local support and funding for technology is extremely limited, with sites receiving only two to three thousand dollars a year to make technology purchases.

**Amount to provide this service that exceeds local resources:** \$457,986 over three years

**Equipment, materials, and supplies:** Costumes and paint, drums and easels, microphones and lighting equipment, clay and CDs, sheet music and props - both consumable and non-consumable supplies are needed to make our vision come to life. While the District will support the project by providing the bulk of the consumable supplies, MSAP funds will enable us to make many one-time, non-consumable purchases to enable us to offer exciting and enriching experiences in the visual and performing arts.

**Amount to provide this service that exceeds local resources:** \$91,104 over three years

**Artists-in-residence and field trips:** Working with a sculptor, going behind the scenes at a museum, attending the ballet, or listening to mariachis perform will attract families to the magnet school and provide our students with career awareness and enriching experiences.

**Amount to provide this service that exceeds local resources:** \$95,250 over three years

**Monitoring and evaluation:** MSAP funds will allow us to monitor the fidelity of our implementation and to conduct a thorough and comprehensive evaluation that will be used to solidify support as we plan for future program improvements and sustainability.

**Amount to provide this service that exceeds local resources:** \$60,000 over three years

**(d) Difficulty of plan**

While the District will be providing all the basic personnel, facilities, and materials needed for the site, without grant funding we will be unable to afford many of the features of the program design that will make this magnet school unique and attractive to the community. The following



examples demonstrate the difficulties we would face if we were to carry out the plan without additional support and resources.

**Type of program proposed:** By definition, an Arts and Technology magnet is both an expensive and challenging undertaking that involves a level of training and supplies not ordinarily found on the average elementary school campus. Additional, specialized materials, equipment, release time, and training will be required for each of our key project components:

- ☛ An emphasis on the arts that includes integrated, thematic curriculum; unique study and performance activities; work with artists-in-residence at each grade level; and cultural field trips to concerts, plays and museums
- ☛ Infusion of technology into arts and academic curriculum
- ☛ Extended learning activities that include academic support and enrichment
- ☛ Professional development
- ☛ Creation of a professional learning community
- ☛ Parent involvement

Because the fine arts are not a major emphasis within California education, there are no existing infrastructure or resources within the District to support this kind of program. We will be creating curriculum and assessment, integrating art into core academic content “from scratch.”

**Location of program:** While Walnut Canyon is relatively centrally located, the District will need to provide transportation to students from other attendance areas to the site. The District plans to support the magnet school through the assumption of all transportation-related costs. This will decrease the amount of local funding available to us for other activities such as purchasing technology and providing professional development.

**Additional professional development requirements:** This project will require us to develop a cohesive school community with common understandings and a uniform vision for student success. Our teachers currently have only basic training in the technology and arts needed to implement the theme. We will need funding not only to provide consistent, high quality, intensive training in these two areas, but also the essential time needed for teachers to implement

those lessons, observe each other teaching, reflect together about elements that worked well and areas in need of improvement, and incorporate feedback and suggestions into subsequent instruction. Also essential to the project is training on desegregation strategies, cultural diversity, and teacher expectations. We have designed a time-intensive course of study which will have a direct and positive impact on how teachers view and teach all students, as well as a positive impact on student achievement consistent with the goals of *No Child Left Behind*. This training will be aimed at fundamentally changing teacher expectations and improving the quality of interactions between teachers and minority students.

### **Priority 2 – New Magnet School Project**

Walnut Canyon will be a new magnet school. The community and staff have selected an Arts and Technology theme for this site. This will be the second magnet school in Moorpark Unified School District to be proposed under a voluntary desegregation plan.

### **Priority 3 – Selection of Students**

Our voluntary desegregation plan will serve as the basis for our student selection process. No academic criteria, entrance examination, or performance auditions will be used to select students for the magnet school. Each prospective student will complete and turn in an application by the District deadline. The priorities for admission to the program will use only the following race-neutral factors:

- Students currently enrolled at the site will be able to remain through grade five.
- Siblings of students who enroll in the school will be admitted.
- Students from any identified program improvement schools will be given priority for enrollment in the MSAP.
- Students who live within .5 miles of the school will have priority for up to 25% of the available seats.
- Students who speak a primary language other than English and/or participate in the Free and Reduced Lunch program will have priority for up to the percentage they are represented in the District average for the K-5 grades.

After applications have been received, students who are continuing students or siblings of students will be placed. The remaining seats will be filled by placing applicants who meet one or more of the priorities above in applicant pools according to their priority. These seats will be selected through a random lottery within the priority (i.e. students who live in the neighborhood) until the seats identified for their priority have been filled. All remaining seats will be filled from a random lottery of all other applicants.

#### **Priority 4 – Expanding Capacity to Provide Choice**

##### **(1) Help parents whose children attend low-performing schools, maximizing the opportunity for students in low-performing schools to attend higher-performing magnet schools**

Moorpark Unified will use this magnet school to expand our capacity to provide public school choice to parents whose children attend schools that have not made adequate yearly progress. Currently we have five elementary schools participating in the Title I Targeted Assistance Program. One of the Title I schools has been identified as a Program Improvement (PI) site and students from this site will be given priority for admission into Walnut Canyon. We will continue to give students from the Program Improvement site priority for admission until that site is no longer on the program improvement list. If one or more of the other feeder schools does not make their AYP targets in future years, Walnut Canyon will be one of the choices offered to parents as an alternative to their school of residence. Families from these sites will be given priority for enrollment in both of the District's magnet schools. The District will provide transportation for students from low-performing schools to the magnet schools.

##### **(2) Effectively inform parents whose children attend low-performing schools about choices that are available to them**

The project will develop a comprehensive plan to inform parents of students at the program improvement site about the benefits of attending the magnet school. This communication about school choice and parent options will be ongoing and offered to parents in a language and through an avenue they can understand. We will make use of direct mail, school tours and

Choice Nights, presentations at existing meetings, and wherever possible, face-to-face contact. Prior to the beginning of the school year, all parents of students at a school identified for improvement will be informed about their option to attend the magnet, the benefits to their child of participation in the program, and their priority for enrollment through the following methods:

- A letter sent home in Spanish and English to all parents at the Program Improvement school about their choices and priority for enrollment in the magnet.
- A face-to-face meeting in Spanish and English with parents at the Program Improvement site explaining the benefits to their child of participating in the magnet school. This meeting will include parents and students currently enrolled who can address the issues and benefits on a parent-to-parent basis.

We will also deliver information to parents whose students attend the Program Improvement school and all possible applicants through these additional methods:

- Notices inviting participation and informational meetings will be posted throughout the community.
- A brochure in Spanish and English describing the magnet school program will be widely distributed throughout the community.
- Presentations in Spanish and English will be made at all elementary sites' Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Committee (ELAC) meetings.
- Posters that provide a visual representation of the Technology and Arts theme will be designed by Walnut Canyon students with the assistance of the project Public Relations and Marketing specialist and will be placed throughout the community.
- Walnut Canyon will offer school tours and a Choice Night to allow parents and students to tour the school during the recruitment period. In the 2<sup>nd</sup> year of project implementation, students will be trained to lead student tours of the magnet.
- Touring student performances, held at feeder schools and throughout the community, will be an additional method of providing information and interest about the program.

## A. Plan of Operation

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

Walnut Canyon Arts and Technology Magnet will use a shared leadership and decision-making model to implement, monitor, guide, and evaluate project implementation. Shared decision making will be a vehicle for transforming Walnut Canyon into a true professional learning community, by giving the MSAP staff and parents the power to improve teaching and learning. The leadership team, School Site Council (SSC), and teacher-led data teams will be empowered to make the crucial instructional decisions needed ensure that all students learn at high levels.

*Developing the capacity of educators to function as members of professional learning communities is the best-known means by which we might achieve truly historic, wide-scale improvements in teaching and learning.*  
 — DuFour, Eaker, & DuFour, 2003

Here are the roles and responsibilities each group or individual will play in managing the project:

Group/individual	Role and responsibility for project management
Project director	<ul style="list-style-type: none"> <li>Coordinate project activities, responsible for developing shared vision for the project, the budget, and communication.</li> </ul>
Leadership team	<ul style="list-style-type: none"> <li>Oversee project implementation, monitor activities and timeline, analyze schoolwide data, act as evaluation team, identify successes and improvements.</li> </ul>
School Site Council	<ul style="list-style-type: none"> <li>Provide parent input into project and school improvement efforts.</li> </ul>
Data teams	<ul style="list-style-type: none"> <li>Implement the project at the grade and classroom level, analyze their students' work, set goals, assess, develop model lessons, plan interventions, and identify effective practices.</li> </ul>

**Leadership team:** The leadership team is an existing school-governance structure that will be used to guide the project. This team will work together collaboratively to make the project vision a reality. The participants of the leadership team will be the project director, principal, art teacher, music resource teacher, Professional Learning Community (PLC) coach, parent representatives, and grade level representatives. This group will meet monthly to monitor program implementation. Three times a year the project evaluator will join this group to assess implementation, determine any implementation adjustments, and review evaluation results. Because effective communication is a crucial component of shared decision-making, the leadership team will be charged with assuming the role of communicating with the rest of the learning community.

**School Site Council:** School Site Council (SSC) is the existing structure to involve parents and community members in school improvement efforts. The SSC is comprised of representatives from the community, parents, teachers, classified employees, and administrators. When meeting the SSC will review project implementation and make suggestions for improvement. School Site Council meetings will emphasize parent empowerment and involvement, actively seeking parent input and developing parent leadership. A parent representative from this group will sit on the leadership team, to ensure consistent communication between the two groups.

**Data teams:** In addition to the groups responsible for school governance and overall monitoring of grant implementation, the significant instructional decision-making group will be grade level specific, teacher-led data teams. These teams will meet on an ongoing basis and will be responsible for project implementation at the grade and classroom level. The groups will evaluate student work collaboratively, write curriculum and lessons, design common assessments, plan and implement appropriate interventions.

**Total staff:** Project-wide meetings to collaborate on curriculum integration, articulate across grade levels, discuss project implementation, and plan project improvements and modifications will take place quarterly.

**Process:** The shared decision making process will be ongoing and cyclical in nature. The following steps show the process in action:

- On an annual basis, the leadership team will review the data from state and local assessment results including schoolwide data and data on each numerically significant subpopulations (low income, English Learners, students with disabilities, white, Hispanic/Latino). They will organize and present this information to School Site Council and total staff. Parents, community members, and teachers will review the data and have the opportunity to analyze, identify areas of weakness and strength, and draw conclusions about which goals from the previous year were met and what the site needs to accomplish in the new school year.
- Based on the described plan for program implementation and student achievement data, the leadership team and School Site Council will set schoolwide goals for the year.
- Each grade level will meet in data teams to develop objectives for their grade level related to the schoolwide goals. Every collaborative data team will identify and pursue a common “SMART” goal that they will achieve through interdependent action.

The PLC coach will facilitate the development of **SMART** goals (Conzemius & O'Neill, 2002), that is, goals that are:

- S** Strategic and Specific: Data Team goals will be aligned with the larger school goal and written in precise language.
- M** Measurable: Every team member will know how success will be measured and what the target is.
- A** Attainable: The goal needs to be challenging enough to make a visible positive impact on student achievement, but not so high that the teams become discouraged.
- R** Results-oriented: The goals set by the teams will focus on student learning, not on teacher activity.
- T** Timebound: Goals will have an established, explicit timeline for achievement.

The timeline of planning/implementation/evaluation activities will be:

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**Before school starts:** Schoolwide needs assessment completed; staff and parent input used to establish schoolwide goals.

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**By 2nd week of school:** Data teams meet and establish their group norms and develop protocols they will use to look at student work and run meetings. Each team begins work on a SMART goal in answer to the question, *"What is it we want all children to learn?"*

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**At end of the 1st month:** Each team presents their SMART goal to the leadership team. The leadership team, PLC coach, SSC, and data teams will research best practices to support the teams in development of their action plans.

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**By 6th week:** Each team agrees on a formative assessment they will use to assess student learning of their selected goal.

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**By the end of the first trimester:** Teams will collect and analyze student work and report back to the leadership team and SSC on their progress toward their goal, including areas of strength and weakness, and plans for addressing the needs of students who did not meet the goal. Based on areas of success, teachers begin to develop model lessons which have proven effective.

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**1st week of second trimester:** Teams revise/select new SMART goals. The process repeats. "Continuous, collective, short-term experimentation, judgment, and adjustment" Schmoker, 2005

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**Before school, each subsequent year:** The leadership team, staff, and School Site Council will review each data team's results, state/federal accountability results, and the project evaluation report. They will make necessary program modifications and improvements, and set goals for the new year.

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(ii) The effectiveness of plan to attain specific outcomes that –

(A) Will accomplish the purposes of the program

The table that follows demonstrates how the outcomes we are seeking to obtain through implementation of this project relate to the purposes of the Magnet School Assistance Program:

<b>Purposes of MSAP</b>	<b>Outcomes</b>
<p><b>1. Reduce minority group isolation</b></p>	<p>With the creation of the magnet school, minority group isolation in the Walnut Canyon Magnet School Program will be reduced to match the District proportion of minority/non-minority students for these grade levels.</p> <p>We will also reduce minority group isolation at the feeder schools by moving all sites to within 5 percentage points of the District wide minority/non-minority averages.</p>
<p><b>2. Bring students of different backgrounds together</b></p>	<p>The MSAP will develop a school climate that embraces and fosters diversity and multiculturalism and contributes to the development and growth of all students.</p>
<p><b>3. Increase District capacity to achieve systemic reform</b></p>	<p>The staff will work in data teams and create a professional learning community. This project component is at the heart of effective systemic reform efforts for schools. Our training and practice in this area will build the site and staff capacity to implement ongoing, sustained improvements.</p> <p>Project reforms will be sustained through the purchase of equipment and supplies, development of curriculum, increase of parent involvement and support, and evaluation that identifies areas to improve and effective areas of design to sustain.</p>

<b>Purposes of MSAP</b>	<b>Outcomes</b>
<p><b>4. Provide all students the opportunity to meet challenging State content and performance standards</b></p>	<p>Students will demonstrate achievement of high academic standards by meeting state determined academic growth targets in Math and English Language Arts.</p> <p>The achievement gap between significant subpopulations, including economically disadvantaged and language minority and their mainstream peers will decrease.</p> <p>Students participating in the MSAP will demonstrate proficiency in the visual and performing arts on project-developed performance assessment and will complete a portfolio that demonstrates their exploration, competence, and commitment to the arts.</p>
<p><b>5. Increase public school choice</b></p>	<p>The MSAP will be an alternative offered to parents of students at Program Improvement schools and students from any future PI schools will be given priority for enrollment.</p>

**(ii) The effectiveness of plan to attain specific outcomes that –**

**(B) Are attainable within the project period**

**(C) Are measurable and quantifiable**

**(D) Can be used to determine the project's progress**

We have planned outcomes that are attainable within the three years of project implementation.

The objectives, showing how we will measure and quantify our project's success for each of our selected outcomes, follow.

**Outcome # 1: The District will reduce minority group isolation at the Magnet School and feeder schools.**

- 1.a. Each year of the project the recruitment and marketing campaign will demonstrate success by filling 85% or more of available seats in the magnet school.
- 1.b. Each year of the project Moorpark Unified School District will demonstrate that the magnet school program is reducing minority group isolation or maintaining diversity at Walnut Canyon by the site's enrollment being within 5% of the district wide minority enrollment as reported on the October CBEDS (CA Basic Educational Data System).
- 1.c. Each year of the project, Moorpark Unified School District will demonstrate that the Magnet School programs (at Walnut Canyon and at the previously funded Magnet School site) are reducing minority group isolation at feeder schools and by those sites moving closer to the goal of being within 5% of the District minority enrollment each year, as reported on the October CBEDS.

**Outcome # 2: The MSAP will develop a school climate that embraces and fosters inclusion, diversity, and multiculturalism and that contributes to the development and growth of all students.**

- 2.a. In year two of project implementation, 70% of students and in year three 80% of students will indicate on project-developed student surveys administered each spring that project activities have increased their appreciation and understanding of other cultures.
- 2.b. In year two of project implementation, 80% of teachers will indicate that they have the skills and understanding to work with cultures represented in the school, and that they have learned and are using interactions designed to encourage equitable interaction with all students.
- 2.c. In years two and three of project implementation, classroom and playground harmony will be demonstrated through a 5% decrease each year in the number of discipline and behavior referrals.

- 2.d** In years two and three of project implementation, the number of incidents of bullying reported on project discipline records will decrease by 5% each year.

**Outcome #3: The District's capacity to achieve systemic reform will be increased through MSAP implementation.**

**Training of teachers to build capacity for systemic reform**

- 3.a.** Teachers and support staff will demonstrate the impact of intensive project training by indicating on project training surveys administered each August that:
- 75% or more attended project training
  - 75% or more found that training met project purposes and student needs and improved teacher capacity to make instructional improvements
  - 75% or more indicate that their skills and knowledge have increased related to the project-identified training focus for that year (2007: Professional learning communities, TESA, and conflict resolution; 2008: Integration of the arts into all content areas, visual arts, and multicultural education; 2009: Integration of technology, interactive classroom, review previous years' training)
- 3.b.** The impact of project training will be demonstrated by increases in student achievement as measured each spring by increasing percentages of students performing at the proficient or advanced levels on the California Standards Tests in English/Language Arts and Mathematics (see Outcome # 4).
- 3.c.** By the third year of project implementation, a videotape and training manual library will have been developed to enable ongoing training of new staff.

**Professional Learning Community**

- 3.d.** Each year 100% of staff will participate in data teams, learn how to analyze student data to make instructional decisions, and use data to improve lessons.
- 3.e.** Each year, 75% or more of teachers will indicate on project surveys that they had sufficient time for collaboration, reflection, lesson improvement, and coaching from colleagues.

### **Curriculum development**

- 3.f. By the third year of project implementation curriculum handbooks integrating technology and the arts into core academic areas will have been developed for each grade level to ensure consistency of instruction past the funded period.

### **Parent involvement**

- 3.g. 80% of all parents, and 80% of minority parents, will indicate on a project-developed survey administered in the spring of each year that they support the MSAP, have had opportunities to be involved in their child's education, and that the MSAP activities provided them with information or skills to help their children at home.
- 3.h. By the third year of project implementation, parent involvement activities will have been videotaped and/or written in handbook form so that ongoing parent orientation and involvement can be replicated each year following the funded period.

### **Sustainability**

- 3.i. Each project year, successful project components and effective practices will be identified through project evaluation.
- 3.j. At the conclusion of the funded period, sources of state, local, or grant funding will be identified to sustain project activities.

**Outcome # 4: Students participating in the MSAP will demonstrate achievement of high academic standards by meeting state designated academic growth targets in Mathematics and English Language Arts and by achieving proficiency in the visual and performing arts.**

#### **English Language Arts and Mathematics:**

- 4.a. The percentage of students scoring at the advanced or proficient level in English Language Arts on the California Standards Tests for the total school, Hispanic students, English Learners, white students, socio-economically disadvantaged students, and students with disabilities, will meet or exceed the federal target for Adequate Yearly Progress as indicated by Accountability Progress Reports released in August.

- 4.b.** The percentage of students scoring at the advanced or proficient level in Mathematics on the California Standards Tests for the total school, Hispanic students, English Learners, white students, socio-economically disadvantaged students, and students with disabilities, will meet or exceed the federal target for Adequate Yearly Progress as indicated by Accountability Progress reports released in August.
- 4.c.** The gap in academic performance between Hispanic, English Learners, socio-economically disadvantaged, and students with disabilities and the site’s overall student API and AYP will be reduced by 10% each year. Data contained below indicates the current point gap (taken from the 2006 API and AYP Reports) and the targets for gap reduction for each project year are indicated.

The first table shows Walnut Canyon’s current performance in California’s state accountability system. Each school in California earns a three digit number (from 100 to 1000, with 1000 being the highest possible) that is a compilation of how students performed on California Standards Tests in Mathematics and English Language Arts. In addition to providing feedback on how students are performing overall, scores are provided for all numerically significant subpopulations. Our objective in this area will be decrease the gap between Hispanic, English Learners, and socio-economically disadvantaged students and our overall score each year.

<b>Gap Reduction in terms of the Academic Performance Index (API)</b>				
	Overall	Hispanic	Low SES	English Learners
Current API	841	750	747	721
Current gap		91	94	120
<b>Target gap reduction Year 2</b>		<b>82</b>	<b>85</b>	<b>108</b>
<b>Target gap reduction Year 3</b>		<b>74</b>	<b>77</b>	<b>100</b>

The federal accountability system looks at the percentage of students who score at the proficient or advanced levels in English Language Arts and Mathematics. This next table shows how current Walnut Canyon students are performing.

<b>Gap Reduction in terms of Adequate Yearly Progress (AYP)</b>					
Percentages of Students Scoring at the Proficient/Advanced Levels on CA Standards Tests					
	Overall	Hispanic	Low SES	English Learners	Students with Disabilities
English/LA	62.4%	37.3%	37.2%	29.4%	28.3%
Current gap		25.1%	25.2%	33.0%	34.1%
<b>Gap reduction Year 2</b>		<b>22.6%</b>	<b>22.7%</b>	<b>29.7%</b>	<b>30.7%</b>
<b>Gap reduction Year 3</b>		<b>20.3%</b>	<b>20.4%</b>	<b>26.7%</b>	<b>27.7%</b>
Math	67.6%	49.1%	48.6%	49.5%	36.7%
Current gap		18.5%	19.0%	18.1%	27.2%
<b>Gap reduction Year 2</b>		<b>16.6%</b>	<b>17.1</b>	<b>16.3%</b>	<b>24.5%</b>
<b>Gap reduction Year 3</b>		<b>14.9%</b>	<b>15.4%</b>	<b>14.7%</b>	<b>22.1%</b>

### English Language

- 4.d. English Learners will demonstrate progress toward full proficiency in English on the California English Language Development Test (CELDT) by meet or exceed the State-designated targets each year.

This table shows baseline data for English proficiency for English Learners and the targets the state has set for the next three years. Our objective here will be to meet or exceed these targets.

<b>State-Designated Targets for English Proficiency for English Learners</b>				
	Walnut Canyon Baseline data	State Target for 2007-08	State Target for 2008-09	State Target for 2009-10
% of students who make 1 level growth/year of instruction on the CELDT	<b>54.5%</b>	54.1%	55.8%	57.4%
% of students who demonstrate proficiency on CELDT	<b>38.8%</b>	34.1%	36.1%	38.1%

- 4.e. The percentage of students scoring at the advanced or proficient level on a project-developed performance assessment of the visual and performing arts will increase by 5% or more each year over the baseline year (2008).
- 4.f. By the third year of project implementation, 80% of 5<sup>th</sup> grade students will graduate from Walnut Canyon with a portfolio (original artwork and writing) that demonstrates their exploration of the arts, competence with art-related vocabulary, ability to respond critically to art, and commitment to the arts.



4.g. The percentage of students scoring at the advanced or proficient on a project-developed performance assessment of technology will increase by 5% or more each year over the baseline year (2008).

**Outcome # 5: The MSAP will be an alternative offered to parents of students at Program Improvement schools.**

- 5.a. In all three project years, students from the currently identified Program Improvement site, Peach Hill, will have increased choice, as evidenced by records of school choice information sent to parents and the number of applications from students from the Program Improvement site accepted at the magnet school.
- 5.b. If any other Moorpark schools are identified as Title I Program Improvement during the MSAP funded period, students from those sites will have increased choice, as evidenced by records of school choice information sent to parents and the number of applications from students from the Program Improvement site or sites accepted at the magnet school.

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

This table identifies the plan for using resources and personnel to accomplish objectives.

Italicized items will be funded by *MSAP*. All others represent District support.

<b>Objectives</b>	<b>Resources to be used to accomplish objective</b>	<b>Leadership</b>	<b>Personnel involved</b>
<b>1. Reduce minority group Isolation</b>	<ul style="list-style-type: none"> <li>▪ Time for recruitment, <i>marketing campaign (brochure, video, other project outreach and communication)</i>, lottery selection and class placement, magnet school facilities</li> </ul>	<i>Project director,</i> <i>PR specialist,</i> principal, assistant superintendent	Teachers, other project staff

Objectives	Resources to be used to accomplish objective	Leadership	Personnel involved
<p><b>2. Bring students of different backgrounds together</b></p>	<ul style="list-style-type: none"> <li>▪ <i>Training on teacher expectations, multicultural education, conflict resolution, desegregation strategies</i></li> <li>▪ <i>Release time and training costs</i></li> </ul>	<p><i>Project director, counselor, outside consultants</i></p>	<p>Teachers, other project staff</p>
<p><b>3. Increase District capacity to achieve systemic reform</b></p>	<p><b>Training:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Professional development on data teams, lesson plan polishing, visual and performing arts and infusion of technology</i></li> <li>▪ <i>Professional development in effective instructional strategies, working with diverse students, high expectations for all students</i></li> </ul> <ol style="list-style-type: none"> <li>1. <i>Release time and training costs</i></li> <li>2. <i>Training manuals and videotape</i></li> </ol>	<p><i>Project director, PLC coach, evaluator</i></p>	<p>Teachers, other project staff</p>
	<p><b>Professional learning communities:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Professional development in group norms, protocols for meetings and data analysis, collaboration and reflection</i></li> <li>▪ <i>Data collection and analysis, evaluation reports</i></li> <li>▪ <i>Electronic student information (Zangle) and assessment (EduSofi) systems to increase ease of data collection and reporting</i></li> </ul>	<p><i>Project director, PLC coach, evaluator</i></p>	<p>Teachers, parents, staff</p>

Objectives	Resources to be used to accomplish objective	Leadership	Personnel involved
<b>3. Increase District capacity to achieve systemic reform</b>	<b>Curriculum development:</b> <ul style="list-style-type: none"> <li>▪ <i>Integrated art and technology units at all grade levels</i></li> <li>▪ <i>Model lessons demonstrated to be effective</i></li> <li>▪ <i>Art assessment and portfolio</i></li> </ul>	<i>Project director, art &amp; music resource teachers</i>	Total staff
	<b>Parent involvement:</b> <ul style="list-style-type: none"> <li>▪ <i>Training videos and handbook</i></li> <li>▪ <i>Time and facilities for parent outreach meetings and activities.</i></li> <li>▪ <i>Parent empowerment training</i></li> <li>▪ <i>PTA, SSC, ELAC meetings and information</i></li> </ul>	<i>Project director</i>	Parents
	<b>Sustainability:</b> <ul style="list-style-type: none"> <li>▪ <i>Evaluation-identified successful components</i></li> <li>▪ <i>Local resources identified to provide ongoing support for reforms</i></li> </ul>	<i>Project director</i>	Total staff
<b>3. Provide all students opportunity to meet content/performance standards</b>	<ul style="list-style-type: none"> <li>▪ <i>Core curriculum materials, training on effective teaching strategies, supplementary materials designed to reach a variety of learning styles</i></li> <li>▪ <i>Intervention services: in classrooms, pull-out, before and after school</i></li> <li>▪ <i>Project-purchased technology, art supplies, and equipment</i></li> </ul>	<i>PLC coach, Art and music resource teachers</i>	Classroom teachers

Objectives	Resources to be used to accomplish objective	Leadership	Personnel involved
<b>5. Increase choice</b>	<ul style="list-style-type: none"> <li>▪ District choice letter</li> <li>▪ Priority in placement at magnet</li> <li>▪ <i>Magnet School brochure, outreach, media campaign, communication on choice</i></li> <li>▪ Transportation services</li> </ul>	<i>Project director, PR specialist, assistant superintendent</i>	Parents

The tables on the following pages detail, by project objectives, key project tasks to be accomplished to meet identified objectives. They also show which key personnel will be used to complete tasks, the timeline for their completion, and benchmarks toward the accomplishment of our outcomes.

Objectives	Project Task	Person responsible	Timeline	Benchmarks
<b>1. Reduce minority group isolation</b>	Marketing and recruitment plan created, updated and refined each subsequent fall	Public relations and marketing specialist, project director	By October, each year	Comprehensive plan submitted to director and District.
	Recruitment products and activities planned/created (brochures, posters, multimedia ads, direct mail, press releases, DVD, oral presentations, Choice Night, tours)	Public relations and marketing specialist, project director	Throughout year, completed June 2008	Products created, activities scheduled and implemented.
	Parents assist in recruitment by speaking to parents at Choice Night and English Learner Advisory Committee meetings	Parents	Annually	Agendas
	Applications distributed and received by District-set deadline	Principal, project director	By March each year	Applications meet/exceed target enrollment.
	Students selected for participation, via race neutral lottery	Assistant superintendent, principal, project director	By March each year	Minority enrollment within 5% of District %.
	Walnut Canyon Magnet School and feeder school enrollment analyzed	Assistant Superintendent, principal, project director, leadership team, SSC	By August each year	Reduction of minority group isolation at all sites.

<b>Objectives</b>	<b>Project Task</b>	<b>Person responsible</b>	<b>Timeline</b>	<b>Benchmarks</b>
<b>1. Reduce minority group isolation</b>	If targets are not met, team revises plan, proposes new strategies on how to accomplish goal in next school year.	Assistant superintendent, principal, project director, leadership team, SSC	By August each year	Program improvements planned.

<b>Objectives</b>	<b>Project Task</b>	<b>Person responsible</b>	<b>Timeline</b>	<b>Benchmarks</b>
<b>2. Bring students of different backgrounds together</b>	Project orientation covering project vision and goals provided to all staff, teachers, classified, administration.	Project director, principal	Summer 2007	Evaluation forms indicate shared vision.
	Project counselor hired.	Project director	Fall 2007	Counselor in place.
	Counselor works with student groups; provides direct, immediate, daily support to resolve potential issues that may affect student learning; works with families	Counselor	Ongoing	Project schedules of counseling, records indicate annual decrease in discipline and behavior referrals.
	Teachers and staff implement activities designed to promote inclusion and understanding.	Teachers	Ongoing	Staff/student survey results indicate efficacy of activities.

<b>Objectives</b>	<b>Project Task</b>	<b>Person responsible</b>	<b>Timeline</b>	<b>Benchmarks</b>
<b>2. Bring students of different backgrounds together</b>	<p>Students will complete surveys indicating their feelings about inclusion, cross-cultural friendships and understanding.</p> <p>Summer institute for project teachers on Teacher Expectation and Student Achievement (TESA) teachers learn equitable wait time, questioning, grouping, expectations.</p> <p>Coaching and feedback provided.</p> <p>Conflict resolution training provided for teachers, administrators, staff.</p>	<p>Project director, teachers</p> <p>Project director, TESA consultants</p> <p>Resource teachers, peer coach</p> <p>Project director, counselor, consultants</p>	<p>May each year</p> <p>Summer 2007</p> <p>Ongoing</p> <p>Summer 2007</p>	<p>Student surveys indicate they feel included, are developing friendships, appreciation of others.</p> <p>Evaluation forms indicate sufficient training to be able to implement TESA strategies and techniques.</p> <p>Coaching and feedback records indicate techniques taught are being implemented in classrooms.</p> <p>Training records indicate staff participation.</p> <p>Discipline and behavior records indicate decreases each project year.</p>

<b>Objectives</b>	<b>Project Task</b>	<b>Person responsible</b>	<b>Timeline</b>	<b>Benchmarks</b>
<b>2. Bring students of different backgrounds together</b>	Staff implements training, consistent rules, promotes peaceful playground.	Teachers, campus aides, administration	Begin 07	Bullying reported in discipline records decreases each project year.
	Counselor assists staff with conflict resolution implementation reinforces training with students, provides updates at staff meetings, elicits parent support	Counselor	Ongoing	Staff meeting agendas, student group records, contacts with parents.
	2 <sup>nd</sup> year summer institute will provide multicultural training/diversity education, time for review and reflection.	Project director, teachers, consultants	Summer 2008	Evaluation forms, post-training coaching and feedback records indicate teachers are implementing at proficient level.
	3 <sup>rd</sup> year summer institute provides staff training on the infusion of technology, how to use smartboards and interactive student response systems, as well as review previous training.	Project director, teachers	Summer 2009	Evaluation forms, post-training coaching and feedback records indicate teachers are implementing at proficient level.



Objectives	Project/Task	Person responsible	Timeline	Benchmarks
<p><b>2. Bring students of different backgrounds together continued</b></p>	<p>Teachers will complete surveys indicating level of skill in cross-cultural skills and understanding.</p>	<p>Project director, teachers</p>	<p>May each year</p>	<p>75% or more indicate that their skills and knowledge have increased related to cross-cultural understanding.</p>
<p><b>together continued</b></p>	<p>Leadership team and SSC will review data from training, coaching, feedback, student and teacher surveys to monitor project implementation and make improvements.</p>	<p>Leadership team, SSC</p>	<p>June each year</p>	<p>Program improvements are planned.</p>

<b>Objectives</b>	<b>Project Task</b>	<b>Person responsible</b>	<b>Timeline</b>	<b>Benchmarks</b>
<b>3. Increase District capacity to achieve systemic reform</b>	<b>Teacher training</b>			
	First year summer institute will focus on development of a Professional Learning Community, TESA, and conflict resolution.	Project director, PLC coach, resource teachers	Summer 2007	Evaluation forms indicate sufficient training to be able to implement.
	Time for reflection, coaching and feedback will be provided to all project teachers.	Project director, PLC coach	Ongoing	Post-training coaching and feedback records.
	Second year summer institute will focus on multicultural education, visual arts, and the integration of art.	Project director, PLC coach, resource teachers	Summer 2008	Evaluation forms indicate sufficient training to be able to implement.
	Time for reflection, coaching and feedback will be provided to all project teachers.	Project director, PLC coach	Ongoing	Records indicate teachers' implementation level.
	Third year summer institute will focus on integration of technology, interactive classroom, and review and reinforce previous year training.	Project director, PLC coach	Summer 2009	Evaluation forms indicate able to implement
	Time for reflection, coaching and feedback will be provided to all project teachers.	Project director, PLC coach	Ongoing	Records indicate teachers' implementation level.

Objectives	Project Task	Person responsible	Timeline	Benchmarks
<b>3. Increase</b>	<b>Teacher training</b>			
<b>District</b>	At each professional development session, training will be videotaped to develop a video library of training for future training. Training manuals will be purchased or developed.	Project director, PLC coach, resource teachers	In each training session	Completed videos and manuals by end of funded period.
<b>capacity to</b>	Following funded period, MSAP trained staff will train new teachers using videotapes and manuals developed by the project.	Project director, PLC coach, resource teachers	2010 and beyond	System in place for training of new staff.
<b>achieve</b>	<b>Professional learning community (PLC)</b>			
<b>systemic</b>	Each grade level will form a data team.	PLC coach, project director	August 2007	Meeting records indicating all grades have a team.
<b>reform</b>	PLC coach will provide training on , norm setting, data analysis, looking at student work, and collaboration.	PLC coach	August 2007	Training records.
	Each Data Team will set group norms, analyze student data, write goals, and develop lesson plans to meet goals.	Teachers	October 2007, then every trimester	Data team recording forms.

Objectives	Project Task	Person responsible	Timeline	Benchmarks
<b>3. Increase</b>	<b>Professional learning community</b>			
<b>District capacity to achieve systemic reform</b>	Each trimester teams will review student performance on goals, determine effective lessons and strategies, devise interventions, and chart student progress.	PLC coach, teachers	Every trimester: Oct, Jan., April	Team and schoolwide charts indicating student progress, data team meeting records...
	At the end of each year, teams will analyze standardized test results to check progress.	Project director, PLC coach, teachers	August 2008, 2009, 2010	State testing results released every August
	Walnut Canyon will celebrate learning goals that have been met, set targets for improvement.	Project director, PLC coach, teachers	August 2008, 2009, 2010	New goals written for each year, celebration of project successes.
	PLC coach will write PLC manual as training and systems tool for project sustainability.	PLC coach	By June 2010	Completed manual.
	After three years of implementation and refinement Professional Learning Community norms and procedures will be self-sustaining.	Project director, PLC coach, teachers	By June 2010	Data team meetings continue, PLC is institutionalized.

Objectives	Project Task	Person responsible	Timeline	Benchmarks
<b>3. Increase District capacity to achieve systemic reform</b>	<b>Curriculum development</b>			
	Teachers will select added value standards in the arts for the project using California Visual and Performing Arts Standards.	Project director, resource teachers, teachers	December 2007	Standards selected and adopted for project use.
	Teachers will create grade level assessments to evaluate student proficiency in the arts, based on selected standards.	Project director, resource teachers, teachers	By June 2008	Completed art assessments.
	Teachers will select added value standards in technology for the project using National Educational Technology Standards.	Project director, computer technician, teachers	December 2007	Standards selected and adopted for project use.
	Teachers will create technology benchmarks and assessments to evaluate student proficiency in technology, based on selected standards.	Project director, computer technician, teachers	By June 2008	Completed technology assessments.
	Throughout the funded period, teachers will meet to develop added value curriculum for core curricular areas, integrating the arts and technology into all academic areas.	Project director, resource teachers, teachers	Ongoing, all completed by June 2010	Completed curriculum for all core curricular areas

Objectives	Project Task	Person responsible	Timeline	Benchmarks
<b>3. Increase District capacity to achieve systemic reform</b>	<p><b>Curriculum development</b></p> <p>5<sup>th</sup> grade student portfolios will be designed. Portfolios will be used to demonstrate student exploration of art, competence in art vocabulary, ability to respond critically, and express future commitment to art. Portfolios may be digital, may include CDs, DVDs, or other photography of performances.</p> <p>Finalized thematic, integrated curriculum will be organized into handbooks for each grade level, so that successful lessons and strategies will be continued and disseminated to other sites following the funded period.</p>	Project director, resource teachers, teachers	By June 2010	Each project year, pieces of portfolio will be in place, process will be complete for 5 <sup>th</sup> grade class of 2010 and all future classes.
	<p><b>Parent involvement</b></p> <p>Parents will be informed about the choice of magnet school program.</p>	Principal, project director	Completed by June 2010	Completed handbooks for all core curricular areas.

Objectives	Project Task	Person responsible	Timeline	Benchmarks
<b>3. Increase District capacity to achieve systemic reform</b>	<b>Parent involvement</b> Parents whose students are selected will attend a parent/student orientation concerning the project. Parents will attend Back-to-School Night, parent conferences, Open House, student performances, and other parent education and involvement activities. Parents will work as volunteers in classrooms and throughout the school. Parent education offerings will include ESL, computer literacy, how to help students at home, how to help with homework, leadership, other topics according to parent interest.	Principal, project director, teachers, parents Principal, project director, teachers Principal, project director, parents	Fall each year As scheduled, throughout the year Ongoing As scheduled, throughout the year	Parent surveys indicate understanding and support of project vision. Parent surveys indicate value and appreciation of project activities. Records indicate increase in # of volunteers each year. Parent surveys indicate usefulness of parent education offerings.

Objectives	Project Task	Person responsible	Timeline	Benchmarks
<b>3. Increase District capacity to achieve systemic reform</b>	<b>Parent involvement</b> Parents will share cultural heritage in classrooms: teaching a dance or a song, sharing a traditional food or story, familiarizing students with their language or an aspect of history, explaining folk or traditional art. Parents will assist in recruitment and outreach efforts, presenting information about the magnet program to other parents. Parents will complete project surveys providing feedback on education and involvement.	Teachers, parents  Parents  Project director	Ongoing  Choice night, ELAC meetings  May each year  June each year	Records indicate increases in # of volunteers each year.  Agendas  Parent surveys provide suggestions for program improvements.  Program improvement suggestions.
	Leadership team and SSC review parent data, monitor implementation of parent involvement activities, make suggestions for improvement for next school year.	Leadership team, SSC, Evaluators	June each year	Program improvement suggestions.



<b>Objectives</b>	<b>Project Task</b>	<b>Person responsible</b>	<b>Timeline</b>	<b>Benchmarks</b>
<b>3. Increase District capacity to achieve systemic reform</b>	<b>Parent involvement</b> Walnut Canyon Magnet School parent handbook will be developed. Video training library will be created for checkout and future use.	Project director	Ongoing, all completed by June 2007	Completed parent handbook, parent video training library.
	<b>Sustainability</b> Materials, equipment, and software will be phased in through District and grant funding as indicated in budget narrative. The evaluation team (expanded leadership team) will meet at least three times/year to design project data collection system, monitor implementation, problem solve obstacles to implementation, review data, and make suggestions for program improvement.	Project director	Items purchased each year, see budget narrative Three times a year, throughout the project	Fully equipped magnet school at end of funding, District assumes all costs. Evaluation team notes indicate program improvements and successful components.

Objectives	Project Task	Person responsible	Timeline	Benchmarks
<b>3. Increase</b>	<b>Sustainability</b>			
<b>District</b>	Data on progress towards project outcomes and achievement of benchmarks will be analyzed and reported.	Project director, evaluators	When required by U.S. Department of Education	Annual performance report indicates project successes.
<b>capacity to</b>	Project director will report to the Board of Education about implementation and impact.	Project director	Each fall, about preceding year	Report to Board indicates successful components.
<b>achieve</b>	Successful components will be identified, implementation guidelines documented, advice on replication written.	Project director, evaluators, leadership team	At conclusion of project	Replication guide indicates how other sites can implement.
<b>systemic</b>				
<b>reform</b>				

<b>Objectives</b>	<b>Project Task</b>	<b>Person responsible</b>	<b>Timeline</b>	<b>Benchmarks</b>
<b>4. Provide all students opportunity to meet content/ performance standards</b>	Teachers review and analyze individual and classroom level assessment data from California Standards Tests (CST) in Math and English/Language Arts for all students and California English Language Development Tests (CELDT) for all English Learners.	Project director, PLC coach, teachers	By Sept. each school year	Classroom composite worksheets show student scores/needs.
	Teachers set academic goals for each student.	PLC coach, teachers	September	Student goals set.
	Teachers differentiate core academic instruction to meet identified student needs.	Teachers	Ongoing	Classroom observations show differentiation of instruction to meet student needs.
	Teachers meet to review student work collectively, discuss student needs, develop model lessons.	Teachers	Ongoing	Data team meeting records.

Objectives	Project Task	Person responsible	Timeline	Benchmarks
<p><b>4. Provide all students opportunity to meet content/ performance standards</b></p>	<p>Teachers identify levels and specific needs of all students, creating intervention plans for students not scoring at the Advanced or Proficient levels in English Language Arts, Mathematics on the CA Standards Tests.</p> <p>Schoolwide intervention services planned and coordinated with students assigned to special education, Title I reading, before and after school extended learning time, in-class assistance, targeted assistance in afternoon teaming, and/or computer-assisted intervention, according to identified needs.</p> <p>Students are closely monitored to document progress, adjust instruction. Parents are notified if students are at risk of retention and will commit to helping students at home.</p>	<p>Teachers</p> <p>Principal, project director, classroom teachers, special education staff, Title I staff, instructional assistants</p> <p>Teachers, parents</p>	<p>Each trimester</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Schedule and plans indicate intervention services provided.</p> <p>Student participation lists indicate all students served with appropriate level and intensity of intervention.</p> <p>Trimester report cards, parents involved through meeting/ notification.</p>

<b>Objectives</b>	<b>Project Task</b>	<b>Person responsible</b>	<b>Timeline</b>	<b>Benchmarks</b>
<b>4. Provide all students opportunity to meet content/performance standards</b>	Teachers review student progress towards standards each trimester, charting students at Advanced or Proficient levels in content areas.	Classroom teachers	Each trimester	Schoolwide charts of progress indicate increased numbers of students at the proficient level.
	Project teachers and administration conduct a curriculum calibration to ensure teachers are covering grade level content, so gaps will be avoided and teachers ensure they are teaching grade level standards every day.	Principal, project director, teachers	Once each fall, once each spring	Calibration records indicate student work is on or above grade level standards.
	SSC, leadership team, and data teams will review and analyze spring state test results, suggesting program improvements or revisions based on student achievement data.	All stakeholders	Sept. of next year	State testing data indicates increases in student achievement, program improvements planned.
	Site celebrates meeting goals, making Adequate Yearly Progress, meeting state designated growth targets.	All stakeholders	As information is available	State/Federal reports indicate goals are met.

Objectives	Project Task	Person responsible	Timeline	Benchmarks
<b>5. Increase choice</b>	<p>Parents at the identified Program Improvement site are notified about school choice and priority for enrollment in magnet.</p> <p>The District receives notification if any additional schools have been identified for school improvement, corrective action, or restructuring.</p>	<p>Assistant Superintendent</p>	<p>August each year</p>	<p>Parent notification letters are sent out to all PI school parents.</p>
	<p>Parents attending low-performing schools will be informed about their option to send students to the magnet program and that they will be given priority for enrollment.</p>	<p>Assistant Superintendent, Principal</p>	<p>August, if any schools on list</p>	<p>School improvement list received and documentation of parent notification.</p> <p>Parent notification letters are sent out.</p>
	<p>Transportation the magnet school will be provided to students from the Program Improvement site.</p>	<p>Assistant Superintendent, Transportation Dept.</p>	<p>Ongoing</p>	<p>Records indicate parents received transportation.</p>
	<p>Leadership team and SSC review implementation of parent choice, make suggestions for improvement as needed.</p>	<p>leadership team, School Site Council</p>	<p>June, each year</p>	<p>Program improvements planned.</p>

**(iv) How 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, e.g., women and girls in mathematics, science, or technology courses, and disabled students**

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

It is the intent of the Moorpark Unified School District to comply with both the letter and spirit of our policy to ensure that discrimination does not exist in our policies, regulations, and operation of our schools. Complaint procedures have been established for anyone who feels that the District has shown discrimination.

Women and minorities have historically been underrepresented in technology and in some areas of the visual and performing arts. Statistics in this area include:

- While Hispanics represent 13% of the population in the United States, only 6% of theatre, television, or movie acting roles are filled by Hispanics.
- Women play only one out of three roles on television.
- People of color are cast for 18.3% of roles in television.

Part of the mission of the project will be to ensure that students from diverse backgrounds have access to and experience in both technology and the visual and performing arts. Through the field trips, study, and artists-in-residence components, students will learn about possible careers in the arts and technology and have experiences that break down stereotypes, and allow them to visualize a world of possibilities for themselves.

All project staff will receive special training to ensure equal access for all students. Some of the strategies project teachers will employ include:

- Monitoring interactions to ensure students are called on and participate equitably.
- Setting up classrooms for both collaborative and competitive work.
- Creating tutoring and enrichment opportunities for students with special needs and interests. that allow them to use technology or perform in a stress-free environment.
- Ensuring equal time with school video, computers, and other cutting edge technology.
- Encouraging parents to talk to their children about the options open to them.
- Involving parents by having them present or participate in art related to their cultural backgrounds.
- Dispelling myths of stereotypes
- Bringing in mentors from the field to introduce students to a range of role models.
- Fostering a “can-do” attitude for all students.
- Teaching effective effort - that is, explicitly teaching students and modeling the belief excellence requires time, effort, focus, resourcefulness, and commitment.

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

*This is important.*

*You can do it.*

*I won't give up on you.*

*— Jonathan Saphier, 2005*



- Teaching that effective effort, not innate ability, is the key to success.
- Reinforcing the message that what we do at Walnut Canyon is important, that all students can succeed, and that Walnut Canyon staff will not give up on any students.

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

Walnut Canyon students will be recruited from all social, economic, ethnic, language, and racial backgrounds. The recruitment plan will have the following components:

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**Comprehensive marketing and recruitment campaign**     ▪ The PR and marketing specialist will prepare a detailed, comprehensive marketing and recruitment effort. She will develop a clear and concise message about the theme, benefits, and vision of the magnet school. The campaign will use free and paid publicity; print, digital, and video media; and will encompass multiple events throughout the year.

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**Print materials**     ▪ A brochure will be created in Spanish and English and distributed to families throughout the community.

- Press releases about the program will be given to all local newspapers, radio, and television stations on an ongoing basis, to keep the community informed and create interest in the school.
- Students will help design posters to be distributed throughout the community that will provide a visual representation of the Arts and Technology theme to help inform the wider community about the program and activities.

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**Website**     ▪ The Walnut Canyon Magnet School website will contain descriptive information, photographs, student art work, and video in Spanish and English about the program, theme, vision, and application process.

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<b>Performances</b>	<ul style="list-style-type: none"> <li>▪ Traveling performances by Walnut Canyon students, performed throughout the community, will highlight the theme of the school and allow prospective students and parents a first hand view of the kinds of experiences the school will provide their students.</li> </ul>
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<b>Video and oral presentations</b>	<ul style="list-style-type: none"> <li>▪ To reach parents who need additional information, or for those who need an alternative to written information, students will help make a DVD in Spanish and English to be shown at presentations informing parents about the magnet and will be available for check-out to parents.</li> <li>▪ Presentations (with translation provided) will be made at feeder sites, PTA and English Learner Advisory Committee (ELAC) meetings, and community organizations: service clubs, churches, and neighborhood.</li> </ul>
<hr/>	
<b>Recruitment and counseling events</b>	<ul style="list-style-type: none"> <li>▪ Walnut Canyon will provide a Choice Night each year with time for families to ask questions and receive detailed information about the program.</li> <li>▪ School tours will be scheduled for prospective parents each spring.</li> <li>▪ Parents with specific concerns will be able to make appointments with school staff for individualized counseling and placement recommendations.</li> </ul>
<hr/>	
<b>Specific outreach to minority parents</b>	<ul style="list-style-type: none"> <li>▪ All outreach meetings and written information will be provided for families in both Spanish and English.</li> <li>▪ Informational meetings will be held in locations that are easily accessible to low-income families who may not have transportation including churches, community based organizations, and social service agencies.</li> </ul>

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<b>Specific outreach to minority parents</b>	<ul style="list-style-type: none"><li>▪ Walnut Canyon Magnet School staff will present recruitment information and explain the application process at District Bilingual Advisory Committee and Migrant Parent Advisory Committee meetings.</li><li>▪ Administrators and teachers at feeder schools may recommend consideration of enrollment in Walnut Canyon Magnet School to parents who may not be aware of this program and opportunity for their child.</li><li>▪ Minority staff members will participate in outreach efforts. Bilingual staff members involved in outreach and communication will ensure parents understand project goals and activities and feel included and welcomed.</li><li>▪ Minority parents will also be recruited to provide parent-to-parent outreach. Research has shown that this is particularly powerful in terms of making sure the school message is conveyed with cultural competence and in communicating the importance of parents in the magnet school.</li></ul>
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## **B. Quality of Personnel**

Research on successful magnet programs shows that one of the most critical factors is the “conviction, enthusiasm, and readiness to contribute” of the project teachers and administrators (Dentler, 1991). The Walnut Canyon Arts and Technology Magnet’s commitment to excellence applies to students, parents, and staff. All team members will sign a

*A quality staff is at the core of the solution to the challenge of making a meaningful difference for all students.*

**— The Center for the Future of Teaching and Learning, 1997**

written pledge that commits staff, teachers, and parents to work together to ensure the success of all students in a rigorous, standards-based curriculum. The teaching staff has already been selected for the project based on high-degree of interest in working at the magnet site, skills in the areas of technology and the arts, experience in curriculum development, flexibility and willingness to take on new challenges. Where needed, Walnut Canyon Magnet School will recruit, hire, and train project personnel who are highly qualified and as dedicated to project success as our current employees.

### **(i) Project director qualifications**

The project director will coordinate all project activities and define, develop, and implement the project vision. Other major responsibilities of the Director will include:

- Managing the project budget
- Collecting, organizing, and providing data for project evaluation team
- Acting as liaison between MSAP and District, MSAP and the U.S. Department of Education
- Ensuring that all project timelines are met
- Providing communication about the project to site to the District and community
- Planning, scheduling, implementing, and evaluating all project-related staff development
- Tracking project accomplishments and outcomes
- Problem-solving obstacles and celebrating successes

The person proposed for the project director position is an experienced administrator with a background and experience in magnet schools and diversity. She has received intensive training in teacher and parent expectations (TESA and PESA) and she is a skilled trainer in the areas of special education and English Learners. Her experiences in school administration include the leadership of various curriculum development and school improvement efforts. In the area of technology, she has organized technology to provide intervention services and has assisted teachers as they learn to infuse technology into the curriculum. Another relevant experience she brings to the project is that she was a writer, producer, and performer in a children’s television production for a local cable television station. She has studied and performed in drama and dance and plays both the violin and piano. She has the skills, motivation, and energy needed to provide leadership and vision for this project. This table summarizes her training and qualifications.

**Qualifications and relevant training and experience of project director**

This position will be split funded; the District will provide .5 FTE and MSAP: .5 FTE

<p><b>Leadership</b></p>	<ul style="list-style-type: none"> <li>▪ Administrative credential</li> <li>▪ English Learner authorized</li> <li>▪ 4 years elementary administrator</li> <li>▪ 5 years experience as Title I, ESL and Intervention Coordinator</li> <li>▪ 25 years in education</li> <li>▪ 3 years new teacher mentor</li> </ul>
<p><b>Magnet school training and experience</b></p>	<ul style="list-style-type: none"> <li>▪ Former site administrator at Magnet School</li> <li>▪ Attended Magnet Schools of America Technical Assistance Conference, 2003</li> <li>▪ Trained in Teacher Expectations Support Student Achievement (TESA) and Parent Expectations Support Student Achievement (PESA)</li> <li>▪ Experienced in gathering data, completing state and federally required reports, and leading curriculum and improvement efforts</li> </ul>

**Qualifications and relevant training and experience of project director**

<b>Diversity training and experience</b>	<ul style="list-style-type: none"><li>▪ Extensive experience with English Learners and students with disabilities</li><li>▪ Qualified to teach California English Learner Authorization coursework, taught English learner authorization for 3 years</li><li>▪ Experience with special needs students includes training as Trainer for <i>Schools Attuned</i> with Mel Levine</li></ul>
<b>Arts</b>	<ul style="list-style-type: none"><li>▪ Performed in television</li><li>▪ Performed in drama and dance</li><li>▪ Plays piano and violin</li></ul>
<b>Technology</b>	<ul style="list-style-type: none"><li>▪ Planned, developed and led the implementation of computer labs to use for intervention, media centers, and technology classes</li><li>▪ Planned and implemented media/technology carts to use in classrooms</li><li>▪ Acted as technology curriculum committee chair</li><li>▪ Wrote and produced for children's television</li></ul>

**ii) Qualifications of other key personnel**

Key project personnel funded by MSAP will be the project director, public relations and marketing specialist, professional learning communities (PLC) coach, evaluator, and counselor. District-funded personnel who will have key responsibilities for project activities and leadership include the principal, assistant principal, and the music and art resource teachers. Their roles and responsibilities in the project are described here.

***Magnet School Assistance Program Personnel – Roles and responsibilities***

<b><i>Public relations and marketing specialist</i></b>	Design and implement a comprehensive media and marketing campaign; work with the staff to develop a clear and consistent message; work with student artists to design a brochure and poster; plan student recruitment efforts; write press releases; build awareness of the magnet program and support recruitment through the use of ads, posters, free publicity, direct mail, local cable television, and face-to-face presentations such as school tours and Choice Night.
<b><i>PLC coach</i></b>	Initiate and nurture data teams, teach teams how to review and analyze student to inform instruction, guide teams to address issues of equity and diversity, assist teams in formulating action research, facilitate peer coaching and feedback, and facilitate curriculum development.
<b><i>Project evaluator</i></b>	Lead a collaborative evaluation effort, develop evaluation design, assist with data collection procedures, analyze data and report progress at quarterly leadership and School Site Council meetings, monitor fidelity of project implementation, make data-driven improvement suggestions, identify areas of project strength for replication and dissemination, develop grant performance reports and final evaluation report
<b><i>Counselor</i></b>	Work to ensure that all students become confident learners, provide direct, immediate, daily support to resolve potential issues that may affect student learning, work with families to limit potential barriers that may be keeping students from arriving ready to learn.

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**District-Funded Personnel – Roles and responsibilities**

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<b>Principal</b>	<ul style="list-style-type: none"><li>▪ Monitor (in collaboration with the project director) all aspects of the change effort</li><li>▪ Manage all day-to-day aspects of the school</li><li>▪ Hire and evaluate staff</li><li>▪ Provide coaching and feedback to teachers</li><li>▪ Counsel, discipline, and reward students</li><li>▪ Manage District resources in support of the project</li><li>▪ Chair the site leadership team</li><li>▪ Develop a common, clear vision for the project</li><li>▪ Communicate with parents.</li></ul>
<b>Art resource teacher</b>	Provide ongoing training and support to classroom teachers in the visual and performing arts; teach art, drama, and dance lessons to all grade levels; organize and maintain consumable and non-consumable art materials; plan and provide training on the visual and performing arts; provide leadership for and guide teachers as they write curriculum that integrates the arts into core academic standards; act as art coach to all project staff.
<b>Music resource teacher</b>	Provide ongoing training and support to classroom teachers in music; teach instrumental and vocal music lessons to all grade levels; organize and maintain keyboards, headphones, sheet music, and all music-related supplies; plan and provide training on infusion of music into curriculum, provide leadership for and guide teachers in writing curriculum that integrates state academic standards and music; act as the music coach to all project staff.

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The qualifications of this grant and District-funded personnel, as they relate to the implementation of the proposed project are summarized here. Complete resumes for each key personnel can be found in the Resume Section of the proposal attachments. Where staff have not yet been selected, the qualifications we will be seeking for filling those positions are detailed.

<i>MSAP Funded</i>	
<b>Position</b>	<b>Qualifications of person filling or sought for position</b>
<i>Public relations and marketing specialist</i>	<ul style="list-style-type: none"> <li>▪ 20 years experience in designing comprehensive public relations campaigns (involving press, television, radio, and other media outlets)</li> <li>▪ Demonstrated ability to create and obtain input from focus groups, develop and implement a successful ad campaign, create free and paid media spots, write press releases and other project communication</li> <li>▪ Background in graphic design and development of brochures, posters, and websites</li> <li>▪ Combines public relations expertise with education background extensive marketing work with an educational focus, holds teaching credential, has worked with K-12 education and universities</li> </ul>
<i>PLC coach</i>	<p><i>Position not yet filled.</i></p> <ul style="list-style-type: none"> <li>▪ 5 or more years of successful classroom instruction</li> <li>▪ Able to generate student achievement data using technology tools, analyze data, and conduct action research</li> <li>▪ Previous successful experience leading teachers</li> <li>▪ Demonstrated flexibility, team building, facilitation skills, ability to demonstrate lessons and coach others</li> <li>▪ Knowledge of PLC, current research and resources</li> </ul>

<i>MSAP Funded</i>	
<b>Position</b>	<b>Qualifications of person filling or sought for position</b>
<i>Project evaluator</i>	<p>The project evaluator will be an independent consultant.</p> <ul style="list-style-type: none"> <li>▪ 30+ years as evaluator of state and federally funded education programs, designed multi-year evaluations, constructed surveys and scoring rubrics, interviewed, conducted site visits to validate practices, made use of participant observation and case study techniques</li> <li>▪ Previous MSAP evaluation experience, trained by US Department of Education at 2006 Magnet Schools of America Conference</li> <li>▪ Extensive experience as trainer in the area of multicultural education, including position as Director of Region 9 for National Association for Multicultural Education (NAME)</li> <li>▪ Extensive experience as a trainer in systemic reform efforts</li> </ul>
<i>Counselor</i>	<p><i>Position not yet filled.</i></p> <ul style="list-style-type: none"> <li>▪ At least 3 years of successful counseling experience in public or private practice</li> <li>▪ Pupil services or Marriage, Family, Child counselor certification</li> <li>▪ Flexible, able to work well with students, teachers, parents</li> <li>▪ Bilingual in Spanish and English</li> <li>▪ Skilled and sensitive to work well with students and families from diverse backgrounds</li> </ul>

<b>District funded</b>	
<b>Position</b>	<b>Qualifications of person filling or sought for position</b>
<b>Principal</b>	<ul style="list-style-type: none"> <li>▪ 22 years teaching and 6 years in administration</li> <li>▪ Former Magnet School Director (managed budget, handled recruitment, directed implementation efforts, organized training, planned media campaign, gathered data, worked with parents, wrote MSAP reports)</li> <li>▪ Attended US Department of Education grant training in Washington DC</li> <li>▪ Attended USDOE's Magnet School Project Directors' training</li> <li>▪ Participant in Computer Use in Education (CUE) conference</li> </ul>
<b>Art resource teacher</b>	<ul style="list-style-type: none"> <li>▪ 14 years elementary and visual and performing arts teaching</li> <li>▪ Author of visual and performing arts curriculum, participant and trainer in California Arts Project</li> <li>▪ Undergraduate degree in Dance</li> <li>▪ Extensive experience as teacher trainer in the arts</li> <li>▪ Drumming, dancing, choreography experience</li> <li>▪ Experience with diverse student groups, has taught English Learners, multicultural training and background</li> </ul>
<b>Music resource teacher</b>	<ul style="list-style-type: none"> <li>▪ 27 years music teaching, 19 years elementary teaching</li> <li>▪ Choral director, keyboard artist (organist, accompanist, performer), composer, piano and keyboard instructor</li> <li>▪ Undergraduate and graduate degrees in music</li> <li>▪ Extensive experience with diverse student groups: skilled at promoting collaboration and team-building and knowledgeable about how music can be used to promote cross-cultural cooperation and understanding</li> </ul>

**(iii) Qualifications of teaching staff to implement special curriculum**

There will be a total of 31 classroom teachers in Walnut Canyon. All project teachers selected met the following basic criteria:

- Considered highly qualified per *No Child Left Behind* criteria
- Have completed coursework or testing for English Learner authorization, qualified to provide English language development and sheltered content for English Learners
- Demonstrated skills, experience, interest and special training in visual and performing arts
- Demonstrated interest and commitment to the purposes of the magnet school program: inclusion and diversity, high standards for all students
- Experience in curriculum development
- Willing to attend professional development and implement new strategies
- Flexible and have the ability to collaborate, work as a team, and support the concept of shared decision-making
- Knowledgeable about analysis of student achievement data and how to make instructional decisions based on assessment data

Their qualifications and training relevant to this project are summarized here:

<b>Teacher Training, Experience, and Qualifications Related to the Project</b>	
Number who meet <i>NCLB</i> as highly qualified	31 out of 31
Years of experience teaching	Ranges from 2 to 35 years, average of 13 years
Years of experience working with minority students and English Learners	Ranges from 3 to 35 years, average of 12 years
State certification to teach English and teach academic subjects in English to English Learners, holding a Cross-cultural Language and Academic Development (CLAD) certificate or the equivalent	31 out of 31, 3 also hold a bilingual credential (BCLAD)

**Teacher Training, Experience, and Qualifications Related to the Project**

Number who have received specialized, intensive training in technology	10 out of 31
Number who have received specialized, intensive training in visual and performing arts	13 out of 31
Number who have curriculum writing or curriculum-related leadership experience (member of curriculum council, piloting committees, assessment or grade level articulation work)	21 out of 31

Other unique and relevant qualifications that demonstrate that the teaching staff has the skills, experiences, and training that will enable them to implement this magnet school project are summarized here.

# of teachers	Special Qualifications
3	Have degrees in technology, two as undergraduates, one a master's degree
4	Have degrees in art, one a BA in Painting, Sculpture, and Graphic Arts, one a degree in Art/Child Development/Psychology, one in music, and one in dance
5	Have been technology mentors or technology trainers
11	Have attended differentiation institutes/conferences, have been trained to differentiate for gifted and other special needs students
5	Are <i>MonArt</i> trained (drawing for teachers, with language development)
1	Studied special education in Mexico as specialization for bilingual and special education
1	Wrote environmental education curriculum for schools and park rangers while serving in the Peace Corps in Chile
1	Is a former computer engineer at Digital Equipment Corporation
1	Is a professional artist with painting sales at galleries in and out of state

# of teachers	Special Qualifications
10	Play musical instruments
2	Have had training in conjunction with local art museums (participants in the “Evenings for Educators” series)
1	Taught dance and creative movement
3	Were state subject matter project fellows in History, Literature, and Math
3	Are trained as trainers in writing
10	Have advanced training in special education (advanced degree, credential, or coursework in autism, behavior management, emotionally disturbed, speech/language)
9	Were trained in equity and access to language arts for English Learners (“Frontloading”)
7	Have been new teacher support providers or new teacher mentors
7	Have advanced training in reading

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

Moorpark 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. Moorpark Unified has established equal opportunity board policies and administrative procedures. Board Policy 4001, adopted in 1996, is based on

Federal requirements including the Civil Rights Act of 1964, Title IX, and Americans with Disabilities Act. This policy is posted at all school sites, on all job announcements and applications, in all employee handbooks and is strictly enforced by the Department of Human Resources.

Because the total District staff (24% minority and 76% non-minority) does not reflect the ethnic make-up of the student population (49% minority, 51% non-minority), the Personnel Department has made ongoing efforts to recruit minority applicants at all levels: teaching, classified, and administrative employees. Our ongoing recruitment efforts include:

- Participation in recruitment fairs at all local colleges and universities (California State Northridge, University of California Santa Barbara, California Lutheran University, California State University Channel Islands, California Polytechnic State University, California State University San Bernardino and San Luis Obispo, Moorpark College)
- Advertisement of employment in local newspapers
- Participation annually in the Ventura County Teacher Recruitment Fair
- Postings at all school sites and community locations
- Recruitment ads on the EDJOIN, the most well-known and widely used education job website in California, and the Moorpark Unified District web page
- Awarding of scholarships to graduating high school seniors and current classified employees interested in pursuing a career in teaching, particularly those who are bilingual
- Recruitment of former Moorpark Unified students who have become teachers and want to come back to their home community. We have successfully hired twelve minority bilingual teachers from this group.

### **(3) Experience and training in curriculum development and desegregation strategies**

In addition to the training and experience detailed above, project staff also have the following experience and training in curriculum development and desegregation strategies.

#### **Project director:**

- Trained in Teacher and Parent Expectation for Student Success (TESA and PESA)
- Trained as a Trainer for special needs students
- Trained to provide EL certification classes, extensive knowledge of research and best practices for helping English Learners succeed
- Former assistant principal at a magnet school
- Served as language arts, mathematics, and technology curriculum committee chair and curriculum chair for grade level

#### **Principal:**

- Former MSAP Project director, attended MSAP conference and training
- Served on District writing and standards-based report card committees as well as Curriculum Council and Leadership forum
- Trained in identifying essential standards, "unwrapping the standards" (expressing standards in kid-friendly language), and data teams
- Served as chair of various curriculum committees

#### **Evaluator:**

- Region trainer for National Association of Multicultural Education
- Trainer in multicultural education
- Has evaluated other Magnet School Assistance projects, attended USDOE MSAP training



**Project teachers:**

- 21 of the classroom teachers have experience in curriculum development: they have served on Elementary Curriculum Council, pilot committees for materials adoption and selection, curriculum development work groups, or the standards-based report card development committee.
- All 31 have participated in grade level teams and have experience with cross-grade level articulation, identification of essential standards, and creation of benchmark assessments.

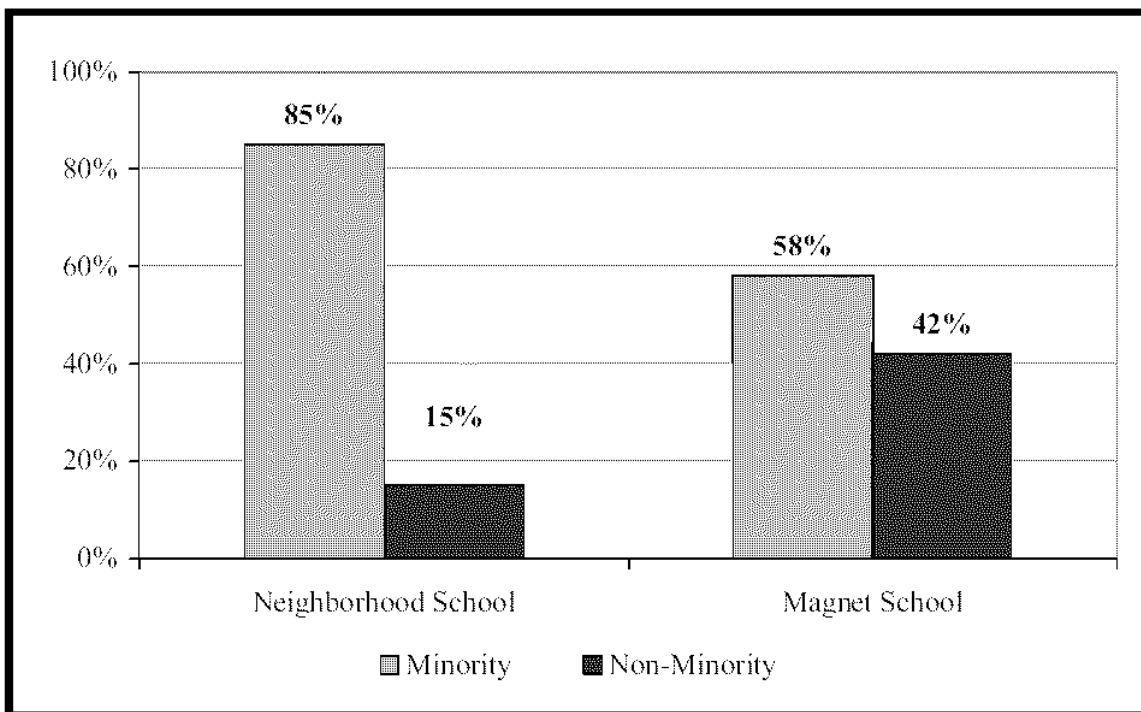
## C. Quality of Project Design

### (i) Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds

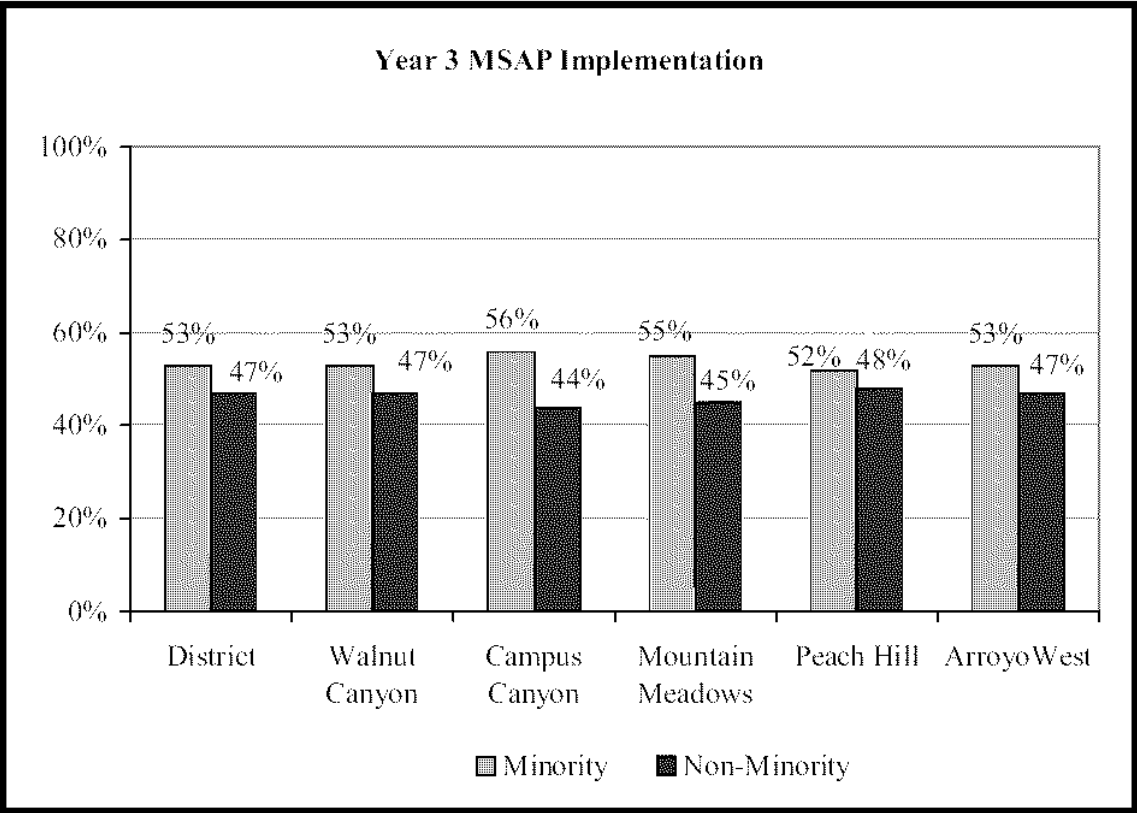
The impact of the MSAP grant on our desegregation goals will be demonstrated first through a reduction in minority group isolation. While this numeric balance is important, our project has more ambitious aims than changing numbers. The project will also actively promote desegregation through:

- Professional development for equity and diversity
- Increased connections between students of different backgrounds
- Creation of a conflict-free campus

**Numeric balance:** This chart demonstrates the lack of ethnic balance if Walnut Canyon were a neighborhood school with the demographics of Walnut Canyon as a magnet school.



Because the creation of neighborhood schools would result in extreme minority group isolation (87% minority at Walnut Canyon), the District has traditionally divided elementary sites into primary and upper elementary sites and provided transportation to support the integration of all sites. The District is in the process of changing from this model to one where each elementary site will house all grades, K-5. Moorpark Unified School District has a long history of valuing diversity and a commitment to maintaining the demographic balance of the community in our schools. Transforming Walnut Canyon into a magnet school with an innovative emphasis on visual and performing arts will be an important part of the process of reducing minority group isolation. The concept of this magnet has attracted applications from students from throughout



the District and we are confident that our applicant pool will allow us to create a diverse population at Walnut Canyon.

This graph demonstrates the impact of Walnut Canyon as a magnet school on our projected demographics at Walnut Canyon and at the feeder sites by the third year of the MSAP

grant. As this magnet school grows, it will aid us in our goal of diversity at all other elementary schools as well as evidenced in our projections for the third and final year of project implementation. Not only will the proposed magnet school mirror the District averages for minority and non-minority enrollment, but it will also have the impact of bringing all feeder schools to within 5% of the District average as well.

**Professional development for equity and diversity:** Throughout the project, teachers will be provided a series of professional development experiences designed to increase their cultural competence and skills to work with a diverse student community. The first year, we will focus on the power of teacher expectations and provide all staff with an arsenal of tools for ensuring equity and access for all students. While participating in the Teacher Expectation and Student Achievement (TESA) training, project teachers will learn strategies designed to encourage equitable interaction with all students. The program is based on expectation theory and the early research of Thomas Good and Jere Brophy. TESA is designed to modify the way teachers interact with students through heightened awareness of how perceptions affect their expectations. Results of classroom research show that use of TESA interactions improves student academic performance, gender and diversity awareness, attendance, classroom climate and reduces student discipline problems (Good & Brophy, 1998).

In the second year, teachers will have the opportunity to expand their multicultural knowledge and skills through intensive multicultural education training provided by local experts in the area from California State University at Northridge. This professional development experience will ensure that our staff is more culturally sensitive, knowledgeable about other cultures, and aware of the needs of language minority students. Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity. Providing multicultural curriculum will help our students develop a positive self-concept and prepare them to work actively for justice. Multicultural education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process. Our staff will receive intensive training to help them become

more culturally literate and capable of including and embracing families and communities to create an environment that is supportive of multiple perspectives, experiences, and democracy. This training will help teachers find additional ways to successfully reach students and help close the achievement gap.

We have identified local trainers to work with staff and plan to provide ample time for teachers to review and reflect on training provided, as well as coach and give each other feedback, so that the learning will become internalized and will continue past the funded period.

**Increased connections between students of different backgrounds:** Walnut Canyon Magnet School enrollment will be comprised of children from different social, economic, ethnic, linguistic, and racial backgrounds. This student distribution will be maintained in all classroom activities, extracurricular activities, and in the after school Cultural Arts Program (CAP). High standards of behavior, schoolwide appreciation of cultural diversity, and team effort will contribute to making Walnut Canyon Magnet School a place where students experience inclusion and belonging. To ensure that students interact with one another, work together, and form cross-cultural friendships, we will use the following methods:

- **Instructional grouping:** Within each classroom, teachers will use a variety of grouping strategies to foster quality interactions between students: partners, pair/share, small groups working with teachers, whole class, student-selected groups, and cooperative learning groups. Cooperative learning groups, in which all students contribute to the group learning process, are an effective method for increasing achievement and promoting positive social interactions among students. Teachers will carefully select appropriate tasks for cooperative groups and will provide structured instruction on skills for working together. Research has demonstrated that this use of cooperative learning methods can create thoughtful, equitable interactions between students that ultimately promote positive racial and ethnic attitudes (Slavin,1995).
- **Character education:** At the beginning of every month, a character trait (honesty, responsibility, kindness, integrity, etc.) will be identified, and students will be encouraged to adopt that trait in their everyday behavior. The music teacher will write a character trait song to

go with each trait the students are learning. The song will be taught in music class and will serve to reinforce the value being taught. Throughout the month, students may earn specifically colored strips for demonstrating that trait in their actions towards others. Each student's strips will be united to form a class chain. The class chains will be brought to a monthly assembly and joined together with chains from all other classes, to form a giant school chain, offering a visual demonstration of the children's social and emotional growth. To culminate this activity, there will be a school wide assembly where students sing the song that goes with the value they have learned and the principal presents an award to every child who received a character trait strip during the month. Character education will not only provide students a common vocabulary about important values and contribute to positive school climate, but will also be a vehicle for teaching students to respect and care for each other.

- **Multicultural curriculum:** Walnut Canyon Magnet School will use core and supplementary textbooks and materials which have been carefully screened for bias and which promote a multicultural perspective that respects the dignity and worth of all people. Through instruction and classroom discussions, teachers will go beyond teaching about different cultures and advocating for tolerance to helping students:

- Become knowledgeable about and proud of their own cultural heritage.
- Become activists when they encounter injustice.
- Think critically about various forms of discrimination.
- Develop considerate, comfortable, and informed ways of relating to others from different cultures and backgrounds.

Research about this approach to multicultural education found that when children are educated about other groups and their history, they are more likely to respect and cooperate with others (Pearl, 1997).

- **Environment that promotes respect and safety:** Ultimately, the goal of professional development efforts and classroom work on positive interactions between students will result in a safe and nurturing environment for all students. To support those efforts, MSAP funds will help

us implement the *Peacemaker* program. The *Peacemaker* program is a research-based program that has been proven effective at involving students in setting boundaries, increasing student connection to school, and decreasing discipline issues. This program has been selected as a proactive approach to set the standard for our school that all members of our school community are expected to treat others with respect. We want students to learn that there are positive means of resolving conflicts as they arise. Teachers, administrators, paraprofessionals, and playground supervisors will receive training in how to set and enforce rules collaboratively with students, eliminate bullying, and increase positive student interactions both in the classroom and on the playground. The *Peacemaker* program includes lesson plans, learning activities, and classroom and playground rules to teach three fundamental principles:

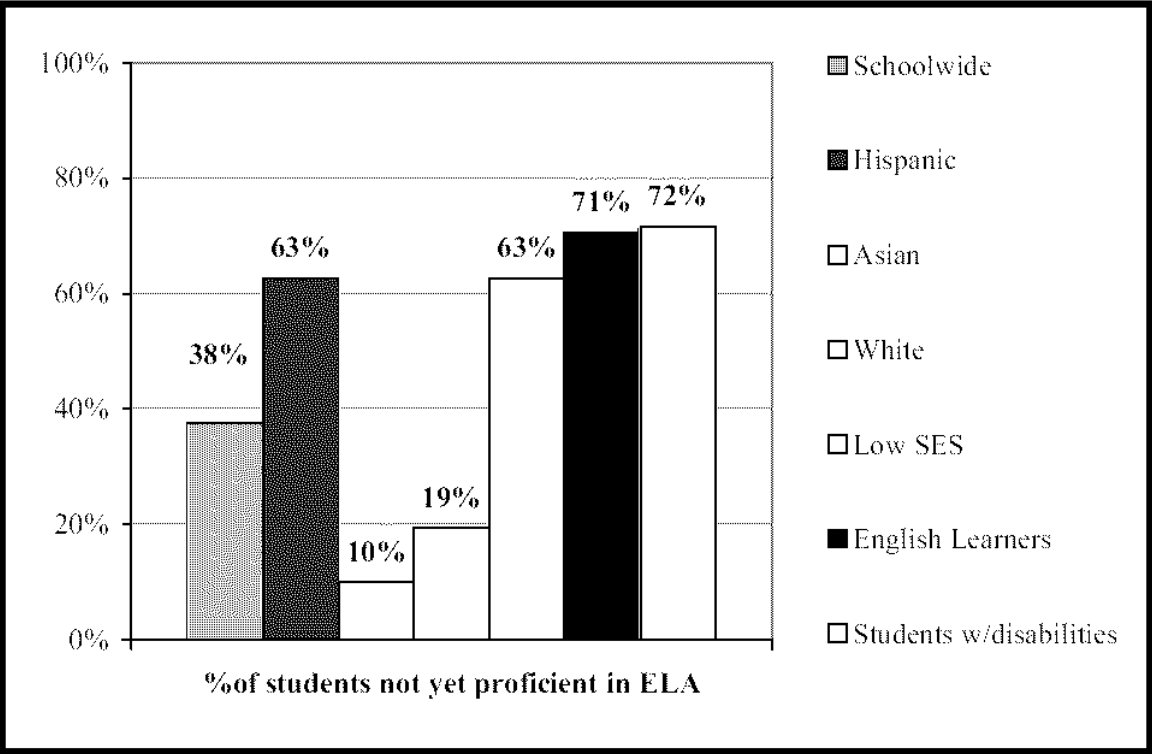
- The importance of truth: Students need to make sure they are speaking the truth, learn to control what and how they talk, and not criticize or condemn others.
- The importance of compromise: Students need to be willing to compromise, seek reconciliation, and offer forgiveness.
- The importance of tolerance and kindness: Students need to learn to combat prejudice and hate with tolerance and kindness, and to use tactics like passive resistance, avoidance, and non-violence instead of seeking revenge or getting even.

The consistent implementation of conflict resolution techniques with an emphasis on justice and equity will help us decrease classroom and playground discipline incidents and ensure all students feel safe at school and ready to learn.

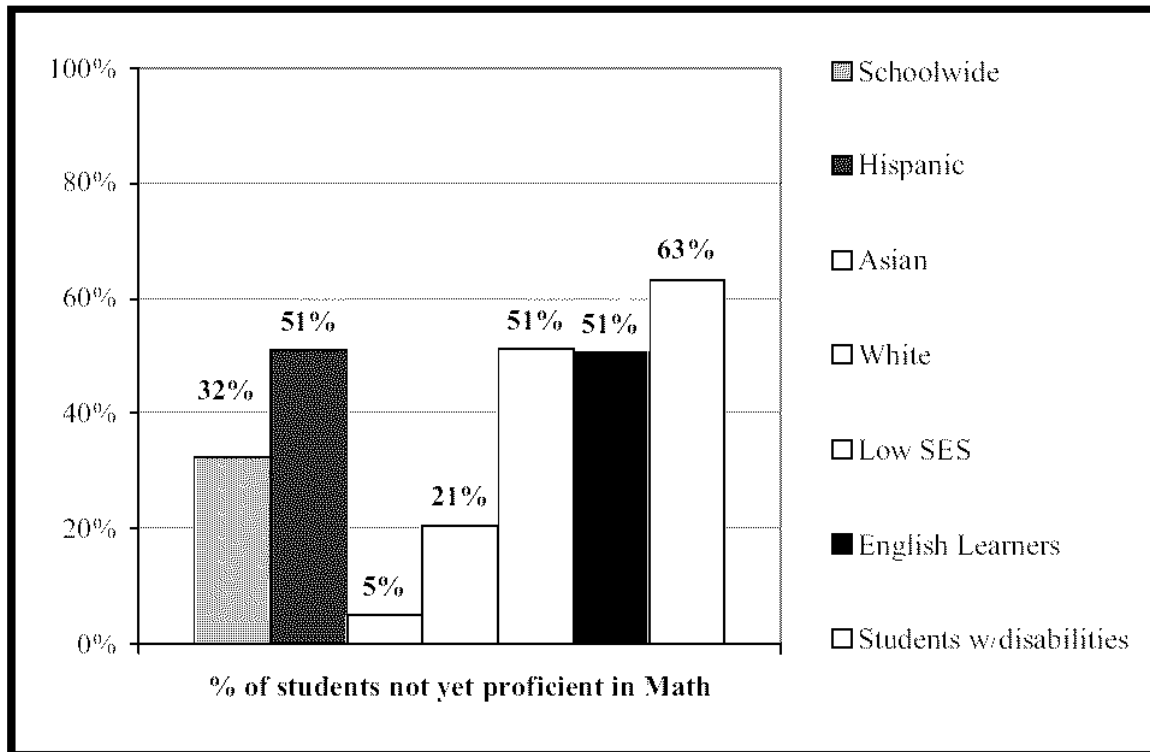
**(ii) Improve student academic achievement for all students attending the magnet school, including the manner and extent to which the magnet school program will increase student academic achievement in the instructional area or areas offered by the school**

This section describes our analysis of our students' current level of academic performance and how the elements of our program design will work together to increase academic achievement.

The California Standards Tests (CSTs) are designed to measure how well each student is acquiring the skills and knowledge students at each grade level should know and be able to do in English Language Arts and Mathematics. The goal is for all students to demonstrate mastery of grade level standards by scoring at the Advanced and/or Proficient level on these state tests. The baseline level of performance was established by reviewing the performance on the CSTs of the students who have been selected for the first year of magnet school implementation. This data serves to determine how many have not yet reached proficiency and the location of academic gaps between different groups who will be served by the project. The graphs that follow show student performance in English Language Arts and Mathematics, as measured by Spring 2006 California Standards Tests.







These graphs show that 38% of incoming Walnut Canyon students will need additional assistance in English Language Arts to reach proficiency, and 32% will need additional help in Mathematics. Gaps in student performance can also be identified. White and Asian students outperformed Hispanic, English Learners, socio-economically disadvantaged students, and students with disabilities, with a 46% to 62% range in the gap between these groups.

**Extent to which the magnet school program will increase student academic achievement:**

Our objectives in this area are to meet state and federal growth targets for both English Language Arts and Mathematics for the overall school population and for each subgroup and to reduce the gap between the subgroups and the overall scores by 10% each year.

**Manner in which the magnet school program will increase student academic achievement:**

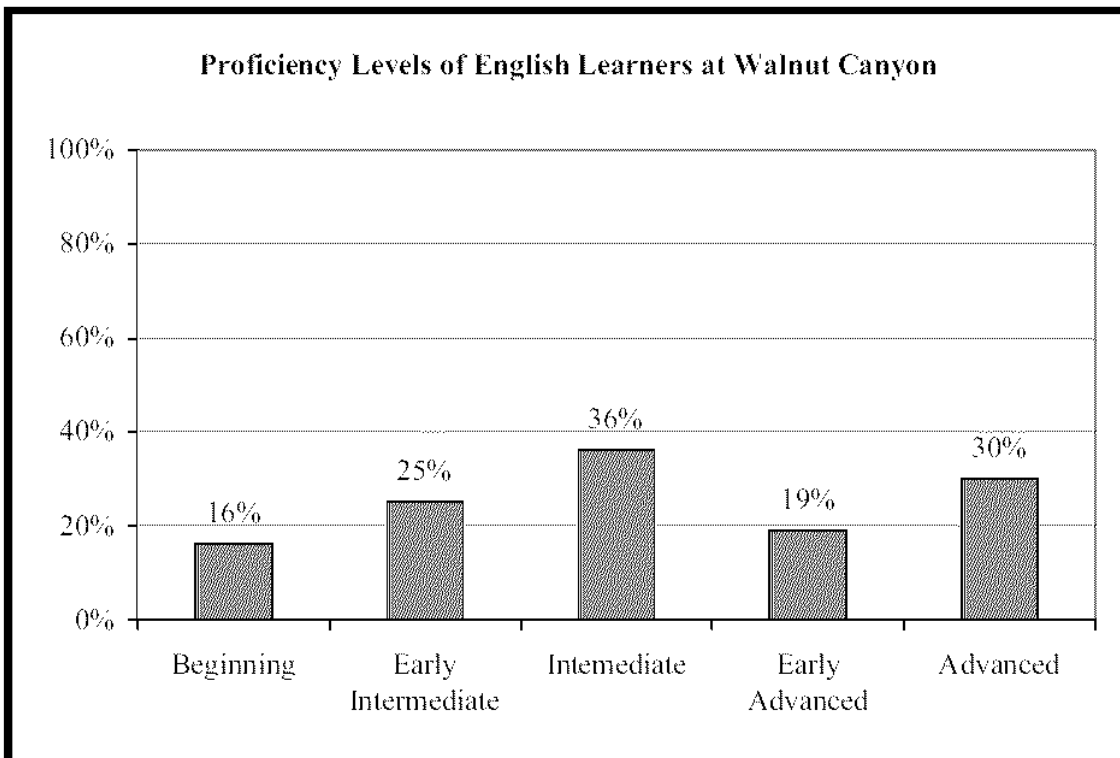
The academic achievement for all students will be increased through:

- Curriculum that integrates technology and the arts into all academic content areas
- Instruction in the arts that increases student self-confidence and develops creativity

- Data teams that will set academic targets, implement instruction, assess students, and use results from the assessments to improve future instruction and match students with appropriate interventions

Please see section (iii) below for a more complete description of the proposed magnet school program.

**Limited English proficiency:** English Learners will make up approximately 30% of Walnut Canyon’s student population. These students face the challenge of mastering grade level standards while becoming English proficient. With a recently implemented English-only California High School Exit Exam, it is imperative that all students achieve full proficiency in English so they will be able to obtain a high school diploma.



This graph shows the percentage of Walnut Canyon students scoring at each level of English as determined by the annual administration of the California English Language Development Test (CELDT). The majority of English Learners (77%) to be served by the project scored in the

lower three levels of proficiency. The project will provide English Learners daily, systematic, intensive English Language Development that will develop students' English listening, speaking, reading, and writing skills and enable them to reach full English proficiency.

**Extent to which the magnet school program will increase student academic achievement:**

In this area, the project objectives will be to increase the number and percentage of students who gain one proficiency level in English each year and to increase the number and percentage of students who demonstrate proficiency on the State-designated instrument for measuring growth in English, the CELDT.

**Manner in which the magnet school program will increase student academic achievement:**

The project will increase English proficiency for English Learners through:

- Daily, systematic English language development
- Extended time in English through the Cultural Arts Program
- Ample time for English Learners to interact in English with English-only peers through the use of cooperative learning groups
- Lowering the “affective filter” (Krashen, 1992) for English Learners through inclusion of their language, culture, art, and history

Please see section (iii) below for a more complete description of the proposed magnet school program.

**(iii) Implement high-quality activities that are directly related to improving student academic achievement based on the State's academic content standards and academic achievement standards or directly related to improving students' reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving vocational, technological, and professional skills**

➔ **Key component – An emphasis on the arts:** The Arts and Technology theme will be visible and apparent throughout the school and classrooms. A student-created sculpture garden in the front patio will greet students and families as they enter the school. Classical music will play softly in the



office and teachers and students will sign up to play mini-piano concerts in the multipurpose room as students go out to recess or lunch. Walking through the school, we will find our students performing in plays, giving a violin concert, singing before an audience, exhibiting art work in a student showcase, playing scales in the keyboard class, demonstrating their tap skills in the performing arts center, constructing a coil pot, or working collaboratively on a class mural. The arts will be woven into the fabric of daily classroom work, as students write a new ending to a play they have seen for language arts, sing a song about Pi in math, analyze the design of Hopi artwork in social studies,

or explore the basic properties of light energy as they design stage lighting in science.

**Research to support**

**project design:** The research supporting our program design showed clear links between a strong arts program and overall academic success.

*When well taught, the arts provide young people with authentic learning experiences that engage their minds, hearts and bodies. The learning experiences are real and meaningful for them. While learning in other disciplines may often focus on development of a single skill or talent, the arts regularly engage multiple skills and abilities. Engagement in the arts — whether the visual arts, dance, music, theatre or other disciplines — nurtures the development of cognitive, social and personal competencies.*

— Arts Education Partnership, 1999

The “Champions of Change” report funded by the Arts Education Partnership and The President’s Committee on the Arts and the Humanities in 1999, found that researchers studying the impact of the arts in education had remarkable levels of consensus around the following key findings:

- The arts reach students who are not otherwise being reached. The researchers found that the arts provided a reason for at-risk youth to engage in school. “Problem” students often became the high-achievers in arts learning settings. Success in the arts can become a bridge to learning and eventual success in other areas of learning.

- The arts provide new challenges for students who are already successful. For gifted students who may get bored or outpace instruction, the arts can offer a chance for unlimited challenge.
- The arts connect students to themselves and each other. Creating is a personal experience that gets students involved in learning on a deeper level.
- The arts transform the learning environment, increasing the sense of discovery.
- The arts provide learning opportunities for teachers as well as students. As teachers participate alongside students, they model the value of life-long learning.

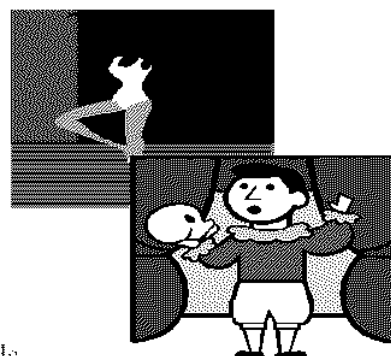
A Stanford University/ Carnegie Foundation study (Brice Heath, 1998) found that students who participate in the arts daily relative to their peers are:

- 4 times more likely to be recognized for academic achievement
- 4 times more likely to participate in a math or science fair
- 3 times more likely to have excellent school attendance
- 2 times more likely to read for pleasure and watch less television
- 4 times more likely to perform community service
- 5 times less likely to drop out of school

The research indicates that studying the arts cultivates essential qualities students will need to succeed in the 21<sup>st</sup> century: cooperation, communication, creativity, cultural understanding, and problem-solving. Students who have opportunities to perform and create are also developing social skills like teamwork, self-discipline, and confidence. Of particular interest to us in the development of a magnet project was the finding that arts education helps level the “learning field” across socio-economic boundaries and can be an important factor in closing the achievement gap for minority students (Catterall, 1998).

**Proficiency in the arts:** Our main goal is for Walnut Canyon students to become proficient in all academic areas. All students will improve their reading, mathematic, science, and history skills as these are integrated with dance, music, drama, and visual arts. In addition to mastering academic content at the Proficient or Advanced level, every student at Walnut Canyon will:

- Learn to read music
- Demonstrate a basic understanding of rhythm
- Use voice as an instrument to demonstrate concepts of music theory
- Learn basic dance composition skills
- Learn dance techniques from a variety of cultures
- Play an instrument
- Perform theatre (plays, puppet shows, musicals, Reader's Theatre)
- Study the elements of art and principles of design
- Create artwork using a variety of media (pencil, charcoal, pastels, tempera, water color, collage, clay, mosaic, photography, digital)
- Develop and use vocabulary related to art
- Communicate aesthetic judgments based on emotional response, critical perception, and analysis
- Become acquainted with a wide variety of art forms, diverse styles, and genres
- Understand the role the arts play in history and in our everyday life
- Develop a commitment to the arts



The students who come to our magnet program will “star” in the following “roles”:  
performer, audience, student, and creator.

★ **Performer:** Students will have multiple opportunities to perform - some informal and workshop-like and others complete with costumes, sets, and lighting. Performances will take place frequently in the classroom - with one class performing a Readers Theater version of their

reading story and another re-enacting the trials of the Donner Party using hand puppets. Each grade level plans a major performance for the year. For example, 4<sup>th</sup> grade classes may present the musical *Rats! Or the Pied Piper of Hamelin* while all the Kindergarten classes perform in a dance recital. Students may have additional performance experiences as part of their study of dance, band, strings, percussion, or chorus. Practicing for performances will teach students time management, flexibility, confidence, teamwork, responsibility, group decision-making, and discipline. The skills they build in this setting will be ones that have major payoffs in terms of learning how to learn and working well with others. Plays, dance recitals, choral and instrumental concerts will be held in the Performing Arts Center. These events will be open to parents and the community and our students, and will serve to increase community support for and enjoyment of the arts. Parent attendance at these public performances of student work will motivate students and bolster parent involvement in and support for the magnet school.

★ **Audience:** Also important to the Walnut Canyon experience will be learning how to be a good audience member. As one group of students perform, we will be teaching the other students to listen to, watch, critique, encourage, and applaud their efforts. Being a good audience member, being sensitive to the work of others, and appreciating their courage and risk-taking in a performance setting, will be an important role and responsibility for all our students.

★ **Student of the arts:** Learning the vocabulary related to art, studying the fundamentals of music and design, finding out the historical and cultural context and impact of art will be part of the daily Walnut Canyon experience. Parent volunteers will train as art docents and present art history lessons in Spanish and English in project classrooms. Social studies lessons will cover not only the timeline, events, and personalities of the period being studied, but also the music, dance, and visual arts of the time and place. Project teachers will create and post grade level appropriate art vocabulary lists of key words in art, music, drama, and dance that all Walnut Canyon students will be able to recognize and use.

★ **Artist:** Opportunities for self-expression and creativity will abound. Students will have time during school and in the extended day program to paint, draw, sculpt, sing, play a musical

instrument, dance, choreograph, and compose. Learning to express ideas and feelings through the visual arts will provide students with opportunities to master design basics as they explore a wide variety of media, techniques, processes, and technologies. Dance offerings will include jazz, folk, tap, hip-hop, modern, and classical ballet. All students will learn to play the keyboard, band and strings instructions will take place weekly, and lessons in rhythm and percussion will be reinforced through participating in a community drum circle. Behind the scenes, students will learn about lighting and set design and get to try their hand at stage-managing. Students will illustrate books, write plays and poetry, compose songs, and choreograph dances. Digital still and video photography will provide additional methods for students to learn to express ideas, persuade and convince others, describe and narrate.

**Integration of the arts into the curriculum:** Each grade level will select a theme as the basis for integrating art into the academic curriculum. The grade level will focus on an area of art for the year and develop their theme and focus as students and teachers work together with their artist-in-residence. An artist (or artists)-in-residence in the selected area of focus will work with that grade level team of teachers and students throughout the year to help bring the theme and focus to life.



This table shows projected plans for the focus of each grade level.

<b>Grade</b>	<b>Theme</b>	<b>Focus</b>	<b>Artist-in-Residence</b>
<b>K</b>	<i>Once upon a time:</i> Students will retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.	Theatre	Storyteller from <i>Performances to Grow On</i>
<b>1<sup>st</sup></b>	<i>Learning to see:</i> Students will learn to write complete sentences with sensory details, explore three-dimensional representation, learn to describe in math, science, and social studies.	Visual arts	Artist specializing in three-dimensional art
<b>2<sup>nd</sup></b>	<i>Elementary Story, Writing, and Drama:</i> Students will learn the literary elements of story (character, plot, setting) through theatrical experience and the writing process.	Theatre	Performers from <i>Boxtales Theatre Company</i>
<b>3<sup>rd</sup></b>	<i>Rhythms Around the World:</i> Students will read, write, and perform simple rhythmic patterns from a variety of cultures using percussion instruments.	Music	Musicians from <i>Kalani Music</i>
<b>4<sup>th</sup></b>	<i>The Mathematics of Technical Theatre:</i> Students will apply grade level mathematical and scientific knowledge to the craft of set design and lighting for theatre.	Theatre	Technical theatre professional
<b>5<sup>th</sup></b>	<i>Art, Technology, and the Media:</i> Students will use critical thinking skills to comprehend, communicate, and create influential art through graphic design, animation, and technology.	Visual arts & Theatre	Animator/graphic design artist

At each grade level, students will see their area of focus throughout the day, integrated into multiple content areas. For example, during language arts instruction, 4<sup>th</sup> graders will write a persuasive essay convincing other students and parents why they should come to see the 4<sup>th</sup> grade play. They will practice reading manuals and learn reading comprehension strategies while dissecting technical writing during reading. In mathematics, they will use measurement and geometry skills to create sets for the play. They will apply their study of electrical energy and sound waves in science as they work through the issues of lighting and sound.

**Integration of the arts into intervention services:** The intervention programs used by Walnut Canyon will also emphasize the school theme whenever possible. For example, additional Accelerated Reader titles about art, music, dance, and drama will be purchased to meet the level of struggling readers. Students who need a different approach to a difficult math concept will have the opportunity to sing the algorithm or create a mnemonic poem to help them remember a formula. English Learners who need additional time speaking and listening to English may have that need met in an ELD art class, where they learn key academic vocabulary through their study of the murals, paintings, and history of Diego Rivera and Frida Kahlo.

**Vocational awareness and training:** Our arts and technology theme will be an efficient and effective method for connecting learning experiences to the world of work. The nature of work is undergoing change at such a rapid pace that it is often difficult for vocational and career oriented programs to keep pace with the changes. The arts and technology are both fields that are consistent with the evolving workplace. The self-discipline, complex problem-solving, and teamwork our students will learn through the arts will be useful in any future studies or work. Students who learn how to generate ideas, bring those ideas to life, and communicate them using compelling language and visuals will be able to use these skills in whatever career or vocational path they take. In addition to developing students' work-related skills, our project will amplify students' vocational awareness through our artists-in-residence program and field trips.

**Artists-in-residence:** Each grade level will have the opportunity to work with an artist-in-residence for the entire school year. This project component will provide all students and their

teachers with direct, hands-on experiences with working artists. The artist will work with the grade level to design curricular, thematic projects and will co-teach the unit with classroom teachers. In addition to watching the artist at work, students will work with the artist to create papier-mâché animals in a model of the food chain, build sculptures of the planets of the solar system, or make paper and letter seals while studying the Colonial Period. While the artists are sharing techniques and instructing in art, students will be getting a glimpse into the world of the work of a professional artist. They will have opportunities, in an up-close and personal way, to learn about the training and experiences, tools and talents needed to have a career in the arts. Our artists-in-residence will provide students the opportunity to interact and be immersed in a studio setting, within the course of their daily instruction.

**Field trips:** While our project will make use of technology to allow our students to travel to museums or attend concerts, we feel that it is important for students to have plenty of real-life, real-time experiences in the arts. In conjunction with the adopted grade-level theme, each grade level will select a field trip to an art museum, dance performance, play, or concert. Our students will see the brushstrokes in a famous masterpiece, view a statute from all angles, shake hands with the prima ballerina following her performance, and applaud the local symphony. They will learn appropriate audience behavior in a theatre, what to do and what not to do in museums, and how to appreciate a variety of displays and performances. These experiences, like the artist-in-residence program, will allow them insight and experience into the world of work of professional artists, museum designers and curators, directors and conductors.



➔ **Key component – Infusion of technology:** Although we cannot predict the future for which we are preparing our children, it is clear that it will be a place that is governed by information, and that information will be digital. Accessing, processing, building, and communicating digital information is how we and our students will continue to learn and work. We will use technology to improve motivation, expand interest and enjoyment of learning, and increase students’ ability to focus on an assigned task. They will access information in the areas of reading, writing, mathematics, social studies, and

science through the use of the Internet, search engines, and personal Internet libraries. At the end of six years at Walnut Canyon, all students will master technology benchmarks, demonstrating their proficiency in keyboarding, digital videography and photography, Internet usage, online research, spreadsheets, presentation software, word processing, and electronic portfolios.

Walnut Canyon Magnet School students will find themselves immersed in technology and MSAP funding will allow us to dramatically increase the presence and use of technology. Research has demonstrated that technology in the classroom

*What does engaged learning look like? Successful, engaged learners are responsible for their own learning. These students are self-regulated and able to define their own learning goals and evaluate their own achievement. They are also energized by their learning; their joy of learning leads to a lifelong passion for solving problems, understanding, and taking the next step in their thinking.*

**– Technology for Educational Reform, 1994**

setting can significantly increase the potential for learning, especially when it is used to support collaboration, information access, and the expression and representation of students' thoughts and ideas (Sandholtz, Ringstaff, Dwyer, 1997). Students will have routine, daily opportunities to select and use digital learning resources. Every classroom will be equipped with multimedia computers and have both scheduled and free time for students to use these work stations for research, writing, practice of skills, conceptual development, problem-solving, and data analysis. Students will interact daily with materials from LCD projected text, websites, and other online resources. Students and teachers will be able to share and model writing pieces, labeling and highlighting key parts of writing as it is projected on the interactive whiteboard. The interactive student response system and electronic scanning of benchmark assessments will become a routine method used to save teacher time and increase the quality and quantity of feedback to and from students. During in-class discussions, students will enter their responses on response pads

as teachers check for understanding. Results will be immediately analyzed so that teachers can modify instruction and identify students who need additional instruction.

Two portable, wireless labs will be available for teachers to check out and use as needed, providing students with “anytime, anywhere” learning. Wireless network connectivity will allow the deployment of technology to non-traditional learning spaces and opening of classroom doors to collaborative projects that flow to wherever students are learning.

At-risk students who need additional support in reading will have daily opportunities to work with appropriate electronic resources to focus on strengthening phonemic awareness, decoding and phonics, and comprehension abilities. Students with identified needs in math will receive extra time daily to master mathematical concepts and skills in the classroom, using interactive math software selected for their success in increasing problem-solving and application skills. Students in need of extra intervention will receive extended time on task using computers during, after, or before school. Some examples of how we will integrate technology throughout curricular areas include:

- **Technology and English Language Arts:** Students at Walnut Canyon will learn to use technology as a tool to reach high levels of literacy. Ever changing technology demands an expanded definition of literacy, which now needs to include not just reading and writing but also being able to research and evaluate information in a digital environment. Our students will learn how to evaluate information so that they will become critical consumers of digital information. They will have daily opportunities to read critically, compare sources of information, and evaluate information for accuracy and reliability. The consistent use of word processing will be incorporated into regular assignments and assessments and will have a positive impact on student achievement in writing and spelling.

In a digital era, students will need to learn to express themselves through traditional means like writing and speaking, but in addition will need to master avenues of digital communication. Walnut Canyon Magnet School students will learn how to express ideas compellingly, using images, animation, sound, music, and video effectively to communicate their

ideas to others. All students will have the opportunity to create and present using PowerPoint, video, and podcasting. Student-created podcasts will include:

- Bringing Reader's Theater excerpts from Shakespeare or other plays to life
- Writing and recording a review of the Spring musical
- Interviewing a relative or community member about his or her work in the arts
- Recording and posting a musical performance

Struggling readers and English Learners will particularly benefit from access to technology. Powerful software applications such as *SuccessMaker* and *Reading Counts!* will attract and maintain student interest, increase time in independent reading, and electronically individualize instruction to match student need. This kind of highly focused, computer-assisted instruction, focused on phonetic analysis or decoding, inference and comprehension, incorporating built-in performance assessments to guide the amount of practice needed, will assist the project in accelerating growth in literacy skills and closing the achievement gap.

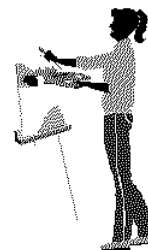
- **Technology and Mathematics:** Students will need to learn more than basic math facts in a digital world. Walnut Canyon will use technology not only to help students practice and master basic skills, but also to provide daily opportunities to analyze, synthesize, manipulate digital data and use this data for meaningful purposes. Students will see mathematics come alive as they apply fractions to their musical compositions, use computer assisted drafting to design sets, or calculate the amount of paint needed for the mural. Students will have access to research-based software applications like *SuccessMaker* and *Accelerated Math* that are designed to supplement and reinforce key mathematical concepts introduced in the classroom.
- **Technology and the Arts:** The use of technology as a tool to both study and create art will be evident in project classrooms and work areas. Digital paint, animation, and three-dimensional modeling programs will be available and students will use them as they receive hands-on instruction in computer graphics, animation, and multi-media design. All the things photographers have traditionally done while making prints in their darkrooms, our students will be able to do with computers using software applications like *PhotoShop* and *ColorIt!*. Students

will be able to access the riches of the world's art museums in a virtual environment without leaving their classroom, using CD-ROMs such as *Ancient Egyptian Art from The Brooklyn Museum*, *Le Louvre With Open Eyes*, and *Art from The Art Institute of Chicago*. Students will transform musical ideas into printed music using *Notepad*, an easy-to-use music notation software. As they compose, students select instruments and voices, place notes from a tool palette onto the staff, and hear the notes as they are played. When they have created their arrangement, their original score can be printed locally or published to the Internet. In the area of dance, students will use video notation to assist with original choreography. Podcasting will be used to make musical and dramatic performances available for other classes or parents at home.

Other significant components of our project design include an extended day, professional development to support the project purpose and theme, and parent involvement activities.

➔ **Key component – An extended day through a Cultural Arts Program**

**(CAP):** Learning does not stop when the school day ends. Walnut Canyon Magnet School students will be invited to attend after school enrichment classes in technology, workshops in the visual and performing arts, study time and time for further creativity and exploration of technology. On the Districtwide survey used to assess parental preferences for after school program offerings and provide information about interest in after school care, 77% of parents indicated that they needed and would use this service. When asked what kind of activities they wanted in an after school program, parents responded that they wanted the District to offer a program that had both academic and recreational components. Potential Walnut Canyon parents ranked access to computer technology and the arts as the highest of program options. These survey results played a large role in shaping our design of the after school program.



The Cultural Arts Program will offer many benefits to children who participate and their families. It will provide consistent, high quality supervision for working parents, and will give latch-key children a place to go after school. The extended day program will be operated both before and after school five days a week, one hour before school, and three hours after school. It

will be funded through sliding scale fees, with all low-income students receiving services at no cost. The program will be safe, affordable, and conveniently located, with a nutritious snack provided to children every day. Children will participate in enrichment activities in the arts and technology, receive homework help, practice study skills, and develop cross-cultural friendships with other children. English Learners will benefit from extended time and practice in English. The activities offered during the extended day will include:

- **Art and other enrichment classes** - The Cultural Arts Program will provide students a choice of afternoon classes that will change every trimester, offering students the opportunity to participate in all areas of interest. Students may choose sports or an art activity according to their interests after the homework portion of the extended day. These classes will provide opportunities for creative expression and leadership development. For low-income families, this portion of the day will provide access to many activities to which students may not have been exposed or which families may not have been able to afford. Proposed offerings for fall of 2007 include:

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▪ Desktop Publishing	▪ Introduction to Computers	▪ Introduction to the Internet
▪ Arts and Crafts	▪ Art Masters	▪ Drawing
▪ Water color	▪ Ceramics	▪ Painting
▪ Totally Cool Science	▪ Jazz Dance	▪ Creative Dance
▪ Tap Dance	▪ Creative Dramatics	▪ Drama
▪ Guitar	▪ Keyboard	▪ Violin
▪ Strings Orchestra	▪ Podcasting	▪ World Music
▪ Golf	▪ Soccer	▪ Cheerleading
▪ Art of Sewing, Quilting, Weaving, and Needlework	▪ Spanish Language and Culture	▪ Drums, Ukuleles, and Xylophones

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- **Help with homework** - The extended day will be an additional avenue for helping all our students meet state reading and math standards. Support for all participants to complete

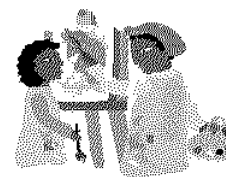


homework, build study skills, including special help with major projects, will complement regular classroom activities.

- **Tutoring** - Struggling students will receive help through tutoring in specific areas of academic need, specifically to help students reach grade level standards.
- **Computer labs** - The computer lab will be available for students to complete assignments, do research, learn new technology skills, or participate in individualized, electronic reading, math, or English language development intervention.
- **English Language Development instruction** - Additional targeted instruction in English will be provided to English Learners as they progress toward reaching full English proficiency. Development of cross-cultural friendships and increased use of English in the afterschool setting will also provide English Learners with extended time and motivation to practice English. To promote continuity and communication between the classroom and the afterschool program, release time will be provided for both staffs. The afternoon staff will be paid for time during the day to share their expertise in the arts with classroom teachers. The classroom teachers will have paid time after school to help train the staff and teach them the basics of classroom management. This shared time together will also give the afterschool team a better understanding of academic content standards, expectations, and project theme.

➔ **Key component – Professional development:** Professional development will be an essential element in the success of our project.

Each summer project staff will attend a summer institute, designed to both improve teacher skill and knowledge and build a unified and cohesive team. While each project year will have a distinct emphasis, improving our efforts to work collaboratively and integrating the arts and technology into all that we do will be topics we cover all three years. Throughout the duration of the project teachers will have an opportunity to receive coaching and feedback from each other on the implementation of topics covered during training. The three year plan for professional development is summarized here.



<b>Professional development</b>	
<b>Year 1</b>	<p><b>Focus: Desegregation Strategies</b></p> <ul style="list-style-type: none"> <li>▪ Professional Learning Communities: How to set group norms, collaborate using student work, analyze data, develop model lessons</li> <li>▪ Teacher Expectation and Student Achievement (TESA)</li> <li>▪ Conflict resolution</li> </ul>
<b>Year 2</b>	<p><b>Focus: Integration of Curriculum and Arts</b></p> <ul style="list-style-type: none"> <li>▪ Integration of the arts into all academic areas</li> <li>▪ Visual arts · drawing and visual art techniques for staff</li> <li>▪ Multicultural education · from tolerance to dignity and respect</li> </ul>
<b>Year 3</b>	<p><b>Focus: Integration of Curriculum and Technology</b></p> <ul style="list-style-type: none"> <li>▪ Technology · Learning and literacy in a digital age, infusing technology into academic content and the arts</li> <li>▪ Interactive classroom · smartboard, projectors, student response systems</li> <li>▪ Time to review and refresh previous training</li> </ul>

**Year 1:** To inaugurate our project, we will focus on research-based desegregation strategies, equipping classroom teachers and other staff with techniques for ensuring equity and access for all students. We will also provide training in ways to build a harmonious campus, eliminating bullying, and building cross-cultural friendships and understanding. The PLC coach will provide ongoing training for teachers designed to build a schoolwide culture of collaboration. Meetings will focus on reflective dialogue among teachers, creation of shared meeting norms and a uniform vision, and deprivatization of practice. We will be moving from approaching teaching from the “my class, my students” perspective to the “our students” one, where all adults take responsibility for student behavior, learning, and achievement. This training focus will set the stage for all future professional development and will help create the school environment we want for this project.

**Year 2:** The second year focus will be on the integration and infusion of the arts into all academic content areas. Teachers will receive training in drawing and in techniques for integrating curriculum. Follow-up days will be provided for teachers to use this training as they write integrated curricular units and develop model integrated lessons. Multicultural education and the integration of culture and the arts will also be an area of in-depth study for the project during this year.

**Year 3:** All project teachers will receive training in classroom technology use: how technology can be infused throughout the curriculum and how to use digital learning resources as tools to close the achievement gap and increase proficiency for all students. Teachers will learn to integrate technology into their teaching practice in ways that engage students in active learning and allow teachers to check for understanding and provide more timely and relevant feedback. Time to practice with and feel comfortable using new digital learning resources (wireless interactive response system, interactive whiteboard, projection systems, document cameras, and related software) will be provided for all project teachers.

Throughout the funded period and beyond, there will be ongoing time for teachers to share, network, reflect, and review student work. All our staff development efforts will be grounded in the improvement of student learning in relation to standards. Teachers will be given time to share lessons, collectively score student work, develop a consistent curriculum and common understanding of what proficient work looks like, and plan interventions for students who are not yet proficient.

➔ **Key component – Creation of a professional learning community:** In a professional learning community, teachers collaborate to ensure that *all* students learn. A professional learning community is a simple, powerful concept with significant, immediate results in both student learning and professional morale. Researchers who have studied this kind of focused, structured teacher interaction include Doug Reeves, Michael Fullen, Linda Darling-Hammond, Mike Schmoker, and Rebecca and Richard DuFour and their studies



agree that this form of collaboration results in effective solutions to educational problems, teacher confidence, and gains in student achievement.

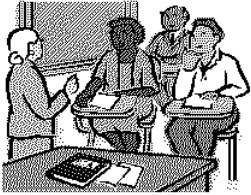
Becoming a professional learning community will require more than adopting a new set of policies or procedures or changing governance structures. It will require a transformation of school culture. To be successful at implementing this component of our project, we understand that we will all need to learn to act in new ways and that some dramatic changes will need to be made to many of our traditional ways of approaching teaching, our work, and our roles. Some of our challenges will be to make the following changes.

<b>Where we are now</b>	<b>Where the process of becoming a professional learning community will take us</b>
Seeing school as a place where we teach.	Rethinking school as a place where all children learn.
Teaching in isolation.	Correcting student work as a group, coming to consensus about what a guaranteed curriculum will look like, setting group goals, sharing effective practices, planning effective interventions.
Working to help “my kids” achieve.	Making sure that <i>all</i> our kids learn at high levels.
Focusing on activities.	Focusing on the results of our activities – did students learn? Were we successful?
Testing to rank and sort students.	Assessing to let us know if students learned what was taught, to provide timely and frequent feedback, to provide immediate and timely support for students who need it.
Principal as leader.	Taking responsibility for shared ownership of curriculum, instructional, governance, programmatic decisions.
Identifying students’ deficiencies.	Believing that all students can learn; teaching students that they can be successful through tenacity, commitment and effort.

All staff will receive PLC training in our first summer institute as way to set the tone and school culture for our new project. Each grade level will form a data team and these teams will have paid, afterschool time to meet regularly. They will have time to come to consensus about what students should be learning and what proficient in a subject matter will look like for their grade level, analyze how students are doing, set their own goals, share what is working and what is not working as they try to achieve those goals, develop and effective lessons and practices, assess and adjust their teaching. The PLC coach will facilitate the change process by providing ongoing encouragement and technical support, facilitating data team meetings, and problem-solving.

**(iv) Encourage greater parental decision-making and involvement**

➔ **Key component – Parent Involvement:** The research regarding the



*The evidence is beyond dispute, parent involvement improves student achievement. When parents are involved, children do better in school.*  
**Ruth Yoon, 2003**  
**Director of Parent Involvement Initiatives**  
**Annenberg Metropolitan Project**

effect of parental involvement on their child's education is well known and unequivocal. Research conducted by the National PTA found that the most accurate predictor of student achievement is not income or social status, but the extent to which the family creates a home environment that encourages learning and is

involved in their child's education (National PTA, 2000). Because parent involvement helps motivate students and has a marked positive impact on achievement, parent education and involvement activities will be an essential component of our project. Walnut Canyon Magnet School will strengthen the home/school partnership through parent communication, parent education activities, and onsite involvement opportunities. Our parent involvement plan will

contain research-supported emphasis on collaboration, two-way communication, and partnership described here.

**Collaboration with parents and community in the visual and performing arts:** Parents will be an integral part of breathing life into our project theme. Parent input into displays, productions, and performances will be sought by the leadership team and art and music resource teachers. Parents and other community members who have artistic talents or who work in the arts will be invited to share their story, demonstrate their work or perform for students, talk to students about their training and the skills/discipline required by the arts, and mentor students who share similar interests. Walnut Canyon will annually host Arts and Technology Night, Family Art Night, Crafts Night with Parents, and a PTA-sponsored Reflections Art Show where student work is displayed. These evening programs, along with student plays, concerts, and art shows will prove further opportunities for parents to join us on campus while showcasing student accomplishments.

**Collaboration with parents and community in technology:** Just as we will invite parents who have backgrounds in the arts to provide input into and collaborate with us on the implementation of our theme, we will invite parents who have a background in technology to support this aspect of the theme. Parents who work with technology will be invited to showcase their skills, talk with students about what preparation they needed to work in their fields, and how technology is changing and shaping their careers. Students will have the benefit of seeing a direct relationship between the skills they are learning in the classroom and possible future careers, at the same time that they are receiving information about post-secondary learning opportunities and exploring job interests.

Walnut Canyon parents who may not have computers at home will have a computer lab available to them in the evening. This lab will have extended hours to provide them with computer literacy classes and present on topics such as website navigation and how to understand student test results. We will also partner with the City of Moorpark Library that is

within walking distance (two blocks) of the school. The library has 12 high-speed internet workstations available to parents seven days a week, from 10:00 am to 8:00 pm daily. Access to school and library computers will decrease the digital divide and familiarize and involve all families with our technology component.

**Collaboration with parents to make our school multicultural:** Parents will be a tremendous resource in helping us create a culturally pluralistic school environment. At the classroom level, parents will be invited to share their cultural heritage – volunteering to teach a dance or a song, share a traditional food or story, familiarize students with their language or an aspect of history, or bring in and explain folk or traditional art. On a schoolwide level, parents will help translate PTA newsletters and School Site Council minutes, making sure that our notices, bulletin boards and other signs are multilingual and multicultural. Families who have musical, dramatic, or dance performers will be encouraged to share their culture through schoolwide assemblies or classroom performances.

**Other opportunities for involvement that welcome parents in the school and seek their support and assistance:** Parent volunteers will help us with play and musical productions, helping with lighting or sound, cueing students on stage, making costumes and props, helping backstage or accompanying students. We will train parents to serve as art docents and provide additional, enriching art instruction in all classrooms. Other parents may act as “curators” and help students learn how to display and showcase student artwork throughout the campus. There will be volunteer opportunities for parents whose schedules allow them to work in classrooms, library, or computer labs during the day, but there will also be volunteer opportunities for working parents. For example, parents with limited resources, who both work during the day, will be offered volunteer opportunities to assist at Crafts Night, correct spelling homework at home, or collect recyclable items from home for use in an environmental education/collage or sculpture project.

School Site Council and the English Learner Advisory Committee will survey and talk with parents to gather their input on ways they would like to be involved with the school. We will use this parent input to broaden the range of activities we offer for parent involvement.

**Assistance with recruitment and marketing:** Parents reaching out to other parents will also be a feature of our marketing plan. Parent-to-parent communication about school choice can be a more powerful outreach tool than many of the traditional District-led methods. Parent quotes will be highlighted in the magnet school brochure and parents will be invited to speak about their experiences at Choice Night. Minority parents will help recruit other minority parents through an annual presentation at a District English Learner Advisory Committee meeting.

**Full partners in the decisions affecting children and families:** A Walnut Canyon Magnet Home-School Compact will spell out the partnership between parents, students, and the school. All teachers, parents, and students will sign a commitment delineating their shared responsibility for student success and what each of the partners will do to support students as they strive for excellence. Parents will have opportunities to provide and develop leadership as they become involved in site decision-making and goal setting at School Site Council and English Learner Advisory Committee meetings. Parents who participate in School Site Council or the English Learner Advisory Committee will be offered yearly training in their roles and responsibilities as parent leaders. Both groups will receive training on the interpretation of individual and group achievement data, participate in the data analysis process, and advise the principal and leadership team on school improvement plan for the year.

**Meaningful, two-way communication between home and school:** Print and electronic communication, phone calls and face-to-face presentations will be used to “get the word out” about school activities, Walnut Canyon Magnet School goals, student achievement, ways parents can help at home, and involvement opportunities. Prior to the beginning of the school year, parents will receive a welcoming package of information including the principal’s newsletter, teacher and room assignment, and an invitation for parents to participate with the school, starting



with the first day welcoming assembly and reception. Ongoing communication with parents will be maintained through Back-to-School Night, monthly newsletters, teacher/staff phone calls, and parent-teacher conferences. The principal's monthly newsletter will include a home-school connection feature with suggestions and ideas for helping students at home. The advantages of electronic communication will also be utilized by the project, with project staff using site and teacher websites and email as another medium for maintaining open and accessible communication for students and parents. Online podcasting of school events will be another tool for reaching out to parents and the community.

The parent representatives on our leadership team and those on School Site Council will provide input on ways to enhance communication between home and school and give us feedback on communication issues. Student agenda books and all homework folders will have a place for parents to write to teachers and will be a key mechanism for parents to comment on student work, ask teachers questions, express concerns, and establish a relationship with the classroom teacher.

**Welcoming parents to the school and access for Spanish-speaking parents:** When parents and students walk through the doors and into Walnut Canyon, they will hear music, see student artwork, and experience the Walnut Canyon theme. The front office of Walnut Canyon will be a place where all feel welcome. The principal will maintain an open-door policy and plan for ample time to meet with parents who have questions, concerns, or ideas to share. The office manager of the site is bilingual as well as the clerical staff of the afterschool program so that parents will always have someone who can communicate effectively with them when they come into the office or call the school. In addition, there are teachers with full bilingual certification at most grade levels and four bilingual paraprofessionals who will coordinate their time, translation, and interpretation services to ensure that Spanish speaking parents always feel welcomed and understood. All communication will go home in Spanish and English.

**Ensuring parents play an integral role in assisting student learning:** Parent education activities on how to work with the school and help children at home will be an ongoing focus and

presented in many contexts (Back to School Night, Science Night, Reading Night, Family Art Night, Crafts Night with Parents, and ESL classes). To harness the benefits of parental support and motivation, we will teach parents to read to their children, check their children's homework, and ask for their children's assignments. Topics that will be emphasized to parents in different contexts are:

- The importance of talking to and working with their children's teachers.
- Reading to children, and have children read independently every day.
- Practicing writing at home.
- Using conflict resolution techniques at home.
- Making art a part of everyday life.
- Asking their children to explain their thinking.
- How to use the Internet safely.
- Using the daily routines (cooking, eating, cleaning, shopping, etc.) as time for family communication and emphasizing responsibility and character development.
- Praising students for hard work and accomplishments.

Twice a year, parents of students who are not reaching grade level standards will be invited to evening presentations which explain academic standards, the needs their students have, what the school is doing to help students reach high standards, and how parents can help at home.

**English as a Second Language:** ESL classes will be offered on an ongoing basis to Walnut Canyon parents. These classes will be offered in the evening so that they are available for working parents. Information for families who are new to the country or new to the area will be presented at Migrant and Bilingual Advisory Committee meetings. Speakers at these meetings will cover topics such as immigration issues, health, importance of school attendance, and development of a plan to enable students to attend colleges or universities.

The combination of these activities in communication, involvement, and education will increase parent presence on campus, develop a true partnership between school and parents, and positively impact student learning.

## **D. Budget and Resources**

### **(I) The adequacy of the facilities**

Walnut Canyon was selected as the site for this project because this facility offered the following benefits to the project:

**Central location:** Walnut Canyon is centrally located and therefore easily accessible by all parts of Moorpark; it is situated at the near geographic center of the entire community and is equally distant from all feeder schools.

**Accessibility for minority students:** The facility is accessible for minority families. Walnut Canyon is a site many families without transportation can walk to and has historically been a location where minority parents have felt comfortable and welcomed. The Report of the Citizen's Commission on Civil Rights, *Do Magnet Schools Serve Children in Need?*, issued in 1997, recommended locating magnet schools in areas accessible to low-income families and providing free transportation to magnet schools. This project will follow both of these recommendations.

**Adequate buildings and grounds:** Walnut Canyon was built in 1998 on the site of the town's first high school campus. It is the largest in terms of acreage of all our elementary schools; housed on 11.3 acres of land, which is 1.3 acres larger than all other elementary schools in Moorpark. The site has a full kindergarten playground and an elementary school playground complete with a baseball diamond and football field. The school buildings include a beautiful, modern complex of offices, classrooms, cafeteria and multipurpose room as well as relocatable classrooms. Students, parents, teachers, and community members have worked together to create an outdoor school garden, several atrium gardens, and garden boxes outside of classrooms, all of which provide hands-on learning opportunities for students.

**Suitability for the arts:** The multipurpose room has a stage and is a suitable space for intimate or workshop-style performances, but the site also has a beautiful state-of-the-art auditorium. The District successfully passed a construction bond in 2001, which allowed for a major renovation

of the Performing Arts Center, the only structure remaining on the site from the original 1921 high school buildings. While modernization brought new paint, seating, lighting, and curtains, this auditorium has retained its art deco charm and welcoming façade. The auditorium can seat 420 and is the perfect setting for student and professional performances. There will be a room devoted to dance outfitted with dance bars and floor-to-ceiling mirrors. Band and orchestra will have practice space in the multipurpose room and a classroom has been set aside for the exclusive use of the music teacher. Adequate storage space for consumable art supplies is available in classrooms and common areas such as hallways.

**Suitability for technology:** All classrooms have at least one computer and all are wired for Internet access. Walnut Canyon has a small (12 computers) computer laboratory in the library/media center as well as a 30-station computer lab, which is large enough to house an entire class. These two labs house a variety of educational software that will be used to reinforce skills in math and reading, provide Internet access for student research, and help students meet technology benchmarks for their grade levels.

## **(2) The adequacy of the equipment and supplies**

Moorpark Unified 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.). Walnut Canyon has already purchased musical instruments, student and reference books on music and arts, music stands, risers and a movable stage, and other items essential to the implementation of an Arts and Technology magnet.

The table is a list of the equipment and supplies to be provided through provided both grant and local funding that will be used to support our project objectives and activities.

Equipment	Supplies
<b>District funded:</b>	
Furniture and equipment set ups for all classrooms desks, chairs, tables, cubbies, teacher chairs, desks etc.	Library books the basic library collection, core textbooks for all academic content areas, standards-based supplementary materials
Computers for each teacher, computers in the library/media center and computer lab	Intervention software in math, reading and English language development ( <i>SuccessMaker</i> )
File cabinets, storage units, bookshelves	Classroom maps and globes
Playground equipment for all grades	Sheet music, plays, art and music books
Storage for instruments, art supplies, equipment	Consumable supplies for the arts
Music stands, moveable stage, risers	Consumable supplies for academic subjects
Percussion instruments: bells, cymbals, sticks, maracas, wood blocks, tambourines	Musical reference books and student music books
Class set of keyboards for music instruction	Music videos, CDs, and DVDs
Class set of xylophones and guitars	

Equipment	Supplies
<i>MSAP funded:</i>	
Additional classroom computers for students use, 3 per classroom, over the funded period	Additions to library collection: nonfiction, age-appropriate reading in art, music, drama, dance, and technology books for all grade levels
2 wireless, mobile computer labs for “anywhere, anytime” hands-on technology experience	Software for drawing, musical composition, photography, animation, and podcasting
Projection and interactive software systems - at the end of the project, half of classrooms will have interactive whiteboards, projectors, and handheld student response systems	Additional site licenses for intervention software to serve struggling students before, after, during school in reading and math and English language development
Laser printers (one for every 2 classes)	Toner for printers
Video and digital cameras	Supplies for stagecraft
Drums for drum circle	Non-consumable supplies for art, music, dance, drama
Lighting, sound, microphones	Supplies to support the afterschool program in multiple areas of the arts, physical education, technology
Auditorium screen and projection system	Wiring and upgrades to support technology
Easels, tables, and drawing horses for art classes	

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

We are requesting \$556,864 for the first year and \$521,417 and \$482,046 in years two and three. Between MSAP funding and the sizeable amount of resources allocated by the District, we will

have adequate funding to address the objectives and complete the activities needed for this project. The project will serve approximately 620 students each year of the grant and will train a project team total of at least thirty-one teachers. The per-pupil costs (an average of approximately \$800 over the three years of the project) will be sufficient to implement a high quality program design and are reasonable for a project of this size and importance. Benefits of receiving MSAP funding will include the reduction of minority group isolation at all District elementary sites, development of a cadre of trained teachers, parents who are committed to the project, increases in academic success for participating students, an additional educational alternative and increased choice for parents, and increased District capacity to deliver a high quality, innovative magnet school program.

All salaries of project personnel are within the average range for comparable positions within our County and are slightly below the state average. All project expenditures will be monitored by the fiscal services department of the District to ensure that purchases meet purchasing guidelines for both quality and economy. Each project expenditure, whether in the area of training or equipment, personnel or supplies, was selected to support project objectives and outcomes.

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

<b>Objectives</b>	<b>Equipment/Supplies</b>	<b>Personnel</b>	<b>Training</b>
<b>1. Reduction of minority group isolation</b>		Project director	
<b>2. Bring students of different backgrounds together</b>	Character education and conflict resolution materials, multicultural books and supplementary materials	Project director, PLC coach, counselor, outside trainers, classroom teachers	Training on teacher expectations, conflict resolution, multicultural education and curriculum, cooperative grouping
<b>3. Increase District capacity to achieve systemic reform</b>	Teacher and parent training videos, training handbooks, integrated curriculum and model lessons, evaluation reports	Project director, PLC coach, art and music resource teachers, classroom teachers, evaluator, evaluation team	All project teacher and parent training
<b>4. Provide all students opportunity to meet content/performance standards</b>	Core and supplementary texts, enrichment and intervention software	Project director, PLC coach, art and music resource teachers, Title I reading teacher, classroom teachers	Training on effective teaching strategies, training in content area knowledge
<b>5. Increased choice</b>		Project director, assistant, superintendent	



## **E. Evaluation Plan**

The following section describes the project evaluation plan, including methods that are appropriate to the project, that will determine project success in meeting intended outcomes, and that are objective and will produce data that are quantifiable. As important as the evaluation plan itself is the means by which project decision makers and stakeholders will use the results to monitor program implementation and progress in achieving goals and objectives. The leadership team will have primary responsibility for this important task of monitoring implementation and outcomes and for both gathering input from and communicating results to interested parties in a manner that allows all voices to be heard.

### **(1) Methods that are Appropriate to the Project**

The methods of evaluation are aligned to the intended project outcomes and components, as well as program implementation. Outcome and process evaluations together form a full picture of program effects and the components that contributed to success. Therefore, both types of evaluation will be used with this project. The table below outlines methods that are appropriate to each project outcome.

<b>Project Outcomes</b>	<b>Methods of Evaluation</b>
<b>1. Reduce minority group isolation</b>	<ul style="list-style-type: none"><li>▪ Demographic statistics collected from official records and including enrollment by ethnicity/race for school, grade, and classrooms at the target school, Walnut Canyon</li><li>▪ Demographic statistics collected from official records and including enrollment by ethnicity/race for school, grade, and classrooms at the feeder schools.</li><li>▪ For implementation, project staff will document “selection” process, monitor objective accomplishment, and provide feedback to leadership team regarding finding.</li></ul>

<b>Project Outcomes</b>	<b>Methods of Evaluation</b>
<p><b>2. Bring students of different backgrounds together</b></p>	<ul style="list-style-type: none"> <li>▪ Student surveys to determine impact of methods and practices on student behavior, knowledge, and attitude (project-developed)</li> <li>▪ Parent and teacher surveys as secondary evidence of success</li> <li>▪ Teacher instructional practice surveys to assess skills and understandings needed to implement proposed diversity methods and practices (project-developed)</li> <li>▪ Observation protocol to guide teacher behavior in classroom (project developed)</li> </ul>
<p><b>3. Increase District capacity to achieve systemic reform</b></p>	<p><b>Training for sustainability</b></p> <ul style="list-style-type: none"> <li>▪ Attendance records</li> <li>▪ Teacher surveys assessing: <ul style="list-style-type: none"> <li>- benefits of professional development</li> <li>- degree of application of skills and knowledge in the classroom</li> <li>- changes in skill and knowledge in project-identified focus areas</li> <li>- changes in skill and knowledge in strategies designed to encourage equitable interaction between all students</li> <li>- See also previous block regarding student academic achievement</li> </ul> </li> </ul> <p><b>Professional Learning Communities (PLCs)</b></p> <ul style="list-style-type: none"> <li>▪ Data Team artifacts (outcomes, analyses, meeting dates, attendance, etc.)</li> <li>▪ Teacher surveys assessing implementation and effectiveness of PLCs and means of implementation of same</li> </ul>

<b>Project Outcomes</b>	<b>Methods of Evaluation</b>
	<p><b>Curriculum development</b></p> <ul style="list-style-type: none"> <li>▪ Completed criterion checklists assessing the depth and breadth of coverage of curriculum handbooks by grade level as well as the ease of use</li> </ul> <hr/> <p><b>Parent involvement</b></p> <ul style="list-style-type: none"> <li>▪ Sign-in sheets</li> <li>▪ Project-developed parent survey assessing parent support of MSAP, quality of parent involvement opportunities, effectiveness of opportunities to provide parents with information or skills to help their children at home</li> </ul> <hr/> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>▪ Artifacts (e.g., Training videotape, training manual library, parent involvement videotape and/or handbook)</li> <li>▪ Survey data (teacher, parents, administrators) showing effectiveness and completeness of (a) project components and (b) project artifacts</li> </ul> <p>For implementation, in addition to methods already discussed, the project will develop detailed surveys to gain input from teachers, administrators, parents, and others regarding (1) whether the activity or component was implemented, (2) how fully it was implemented, (3) how successful it was in contributing to intended outcomes.</p>
<p><b>4. Provide all students opportunity to meet standards</b></p>	<ul style="list-style-type: none"> <li>▪ California Standards Test of English Language Arts</li> <li>▪ California Standards Test of Mathematics</li> <li>▪ Academic Performance Index (State-designated method of assessing overall academic achievement and performance) by numerical significant groups and total school</li> </ul>

Project Outcomes	Methods of Evaluation
	For implementation, see outcomes 2 and 3 above. The project will develop profiles of project-specific instructional practices and will use these to monitor components of program implementation (e.g., instruction, data teams, parent involvement, etc.
<b>5. Increase of District capacity to provide public school choice</b>	<ul style="list-style-type: none"> <li>▪ Records of school choice information sent to parents</li> <li>▪ Documentation via records of applications and acceptance from families at Program Improvement schools.</li> </ul> <p>For implementation, all means of communicating with parents and community will be documented and assessed as to effectiveness.</p>

**(2) Will Determine How Successful the Project is in Meeting Its Intended Outcomes**

The methods will produce data to help determine whether the project has been successful in meeting its intended outcomes. The project established clear objectives in each major goal area. Each of the outcomes is measured by a specific and objective method. Each has a standard of achievement. Each produces quantifiable data that leadership team and School Site Council can use to determine achievement status.

In addition to the objective-related evaluation, the project proposes a process evaluation that will assist in monitoring implementation of activities and approaches. These activities and approaches contribute to objective achievement. Therefore, it is helpful, if not essential, to monitor implementation. These questions will guide the process evaluation:

- To what degree was the activity or approach implemented (not at all, in part, fully)?
- Was the activity or approach implemented within the proposed timeframe?
- To what extent did the activity or approach contribute to project goals?
- In what ways might the implementation of the activity or approach be modified to (1) achieve fuller implementation and/or (2) to be more effective?

An outside evaluation team will oversee the evaluation effort and will report to the leadership team and School Site Council on a quarterly basis. See attachments for resumes for the chief evaluator and assistant.

**(3) Includes Methods that are Objective and that will Produce Data that are Quantifiable**

The evaluation methods are objective and will produce quantifiable data as indicated on the table below. Note that all data will be compared annually with previous year's information to determine progress toward goals. To the extent possible, survey data collected from students and parents (anonymous) that are amenable to data analysis by sub-groups (e.g., ethnicity) will be so analyzed. To the extent possible, both descriptive and inferential statistics will be used to judge success. Most objectives lend themselves to descriptive statistics (e.g., number and percentage of responses). Some lend themselves to inferential statistics (e.g., California Standards Tests scale scores for which we will use a procedure amenable to interval data; and counts of incidences like referrals which are amenable to inferential statistics for categorical data. To have a "big picture" of the effects of the MSAP, we will also use matched pair analysis based on both student demographics (grade, gender, ethnicity, socio-economic status) and teacher characteristics (years of experience, level of education, certification). Matched pairs will include participants from the MSAP site as well as non-participating students and teachers from other district elementary schools. We will analyze by group and sub-group and never by individual.

<b>Outcomes</b>	<b>Objective</b>	<b>Objective Methods of Evaluation</b>	<b>Quantifiable Data</b>
<b>1. Reduce minority group isolation [Performance]</b>	1. a. Recruitment and marketing campaign	Project demographic data related to student applications for participation	Percentage of available seats filled

Outcomes	Objective	Objective Methods of Evaluation	Quantifiable Data
<b>Measure (a): Reduce, eliminate or prevent minority group isolation]</b>	1. b. Reduce minority group isolation (magnet school)	Official demographic statistics (California Basic Educational Data System CBEDS -report)	<ul style="list-style-type: none"> <li>▪ Number and percentage of students enrolled by demographic characteristics</li> <li>▪ Comparison over time of changes in percentages against standard</li> </ul>
	1. c. Reduce minority group isolation (feeder schools)	Official demographic statistics (California Basic Educational Data System CBEDS -report)	<ul style="list-style-type: none"> <li>▪ Number and percentage of students enrolled by demographic characteristics</li> <li>▪ Comparison over time of changes in percentages against standard</li> </ul>
<b>2. Bring students of different backgrounds together</b>	2. a. Student appreciation and understanding of other cultures	<ul style="list-style-type: none"> <li>▪ Student surveys (primary source)</li> <li>▪ Parent surveys</li> <li>▪ Teacher surveys</li> </ul>	Number and percentage of students and parents by sub-group, and teachers by level of agreement (Likert scale) with statements related to inclusion and friendships and mean scores by items
	2. b. Staff skills related to cultural diversity, equitable interaction with students	Teacher self-assessment using Concerns-Based Tools for School Improvement profiles of instructional practices.	Number and percentage of teachers at each level of implementation (not implementing, beginning, routine, etc.)

Outcomes	Objective	Objective Methods of Evaluation	Quantifiable Data
	2.c. Decrease in discipline and behavior referrals	Official school records of discipline and behavior referrals	Number of referrals by demographic categories.
	2.d. Decrease in incidents of bullying	Official school records of discipline records related to bullying	Number of referrals by demographic categories
<b>3. Increase District capacity to achieve systemic reform [Performance Measure (c)</b>	<ul style="list-style-type: none"> <li>• Training for sustainability (objective 3.a.)</li> </ul> NOTE: See Outcome 4 below for objective 3.b.	Survey data (teacher, parents, administrators) showing participation in and effectiveness of training	Number and percentage: <ul style="list-style-type: none"> <li>▪ Attending project training</li> <li>▪ Finding training beneficial</li> <li>▪ Indicating an increase in skills and knowledge</li> </ul> Number of artifacts Number and percentage of students or teachers by sub-group who agree with statements and mean scores by items



Outcomes	Objective	Objective Methods of Evaluation	Quantifiable Data
<p><b>operational magnet school programs meeting State standards in 3 years]</b></p>	<ul style="list-style-type: none"> <li>• Videotape and training manual library (objective 3.c.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Artifact existence</li> <li>▪ Correlation between artifact outcomes and desired training outcomes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of artifacts (training) available</li> <li>▪ Number and percentage of key training outcomes addressed by artifacts</li> </ul>
	<ul style="list-style-type: none"> <li>• Professional learning communities (objectives 3.d. and 3.e.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance logs</li> <li>▪ Teacher surveys (knowledge of process, adequacy of time and resources to implement)</li> <li>▪ Data team products</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number and percentage of teacher participants</li> <li>▪ Number and percentage responses to survey items</li> <li>▪ Review of data team products against criterion checklist.</li> </ul>

Outcomes	Objective	Objective Methods of Evaluation	Quantifiable Data
	<ul style="list-style-type: none"> <li>Curriculum development (objective 3.f.)</li> </ul>	<ul style="list-style-type: none"> <li>Artifact count and description</li> <li>Review</li> <li>Teacher survey of usefulness, completeness of handbooks</li> </ul>	<ul style="list-style-type: none"> <li>Number of curriculum handbooks</li> <li>Numerical ratings of handbooks based on criteria established by Leadership Team</li> <li>Number and percentage of teachers who rate handbooks as complete and effective</li> </ul>
	<ul style="list-style-type: none"> <li>Parent involvement (objectives 3.g. and 3.h.)</li> </ul>	Project-developed parent survey (and sign-in sheets)	<ul style="list-style-type: none"> <li>Number and percentage of responses to survey items by sub-group</li> <li>Number of parents involved per activity</li> </ul>
	<ul style="list-style-type: none"> <li>Sustainability and replicability (objectives 3.i. and 3.j.)</li> </ul>	Artifacts Survey data (teacher, parents, administrators) showing effectiveness and completeness of project components and artifacts	<ul style="list-style-type: none"> <li>Number of artifacts</li> <li>Number and percentage of teachers and decision makers who agree with statements and mean scores by items</li> </ul>

Outcomes	Objective	Objective Methods of Evaluation	Quantifiable Data
<p><b>4. Provide all students opportunity to meet content/ performance standards [Performance Measure (b): Meet or exceed State AYP progress standard]</b></p>	<ul style="list-style-type: none"> <li>Student achievement (objectives 4.a., 4.b., and 4.c., 4.d., 4.e., 4.f., and 4.g.)</li> </ul>	<ul style="list-style-type: none"> <li>California Standards Test English Language Arts</li> <li>California Standards Test Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Number and percentage of students at each proficiency level by sub-group</li> <li>Mean scale score</li> <li>Numerical difference between sub-group API results</li> <li>Gap reduction annually</li> </ul> <p>NOTE: District will continue to collect data on student achievement for a minimum of three years after funding</p>
		<p>Academic Performance Index</p>	<p>Actual growth versus growth target using API statistic calculated by State indicating overall achievement</p>
	<ul style="list-style-type: none"> <li>English proficiency (objective 4.d.)</li> </ul>	<p>California English Language Development Test (CELDI)</p>	<p>AMAO growth as reported to state (Number and percentage of EL students with one level growth and/or who test at the proficient level in English)</p>

Outcomes	Objective	Objective Methods of Evaluation	Quantifiable Data
	<ul style="list-style-type: none"> <li>Visual and performing arts competency (objective 4.e.)</li> </ul>	Project-developed performance assessment	Number and percentage of students at each performance assessment level by sub-group
	<ul style="list-style-type: none"> <li>Arts education proficiency</li> </ul>	Project-developed portfolio assessment	Number and percentage of students at each performance assessment level by sub-group
	<ul style="list-style-type: none"> <li>Technology proficiency</li> </ul>	Project-developed performance assessment of technology	Number and percentage of students at each performance assessment level by sub-group
<b>5. MSAP as alternative to PI schools</b>	Increased choice (objectives 5.a. and 5.b.)	<ul style="list-style-type: none"> <li>Official records of school choice information</li> </ul>	<ul style="list-style-type: none"> <li>Number of applicants from PI sites</li> <li>Number of acceptances from PI sites</li> </ul>

The evaluation design calls for both point-in-time and longitudinal analysis. Data will be collected at the time it is available and will be analyzed as soon as possible. This will allow decision makers to have access to information they will need to make informed decisions regarding the project direction.

These data will also be analyzed over time. For example, student results on California Standards Tests will be collected and reported yearly. Data will also be analyzed over time to determine the projects long-term impact. This “over time” analysis will include pre-project data as well as data for each of the project years. Newly implemented projects often have less desirable results during the beginning months or years and, as the project matures, results are more in line with expectations. Longitudinal analysis assists in determining longer-term effects. Additionally, all data will be broken down by sub-groups as follows:

- Students: Hispanic students, English Learners, white students, socio-economically disadvantaged students, and students with disabilities
- Parents: Parents of Hispanic students, English Learners, white students, and students with disabilities. Socioeconomic status will not be used since this is private information
- Teachers: Teachers, by years of experience, prior training, and professional development during the period of the project

This will provide discrete information to decision makers to help pinpoint successes and areas still requiring work.

Lastly, to the extent possible, the project will use comparison groups to determine whether changes in student achievement are due to project intervention or some other influence. Because the District has a rather robust database, we expect that we can use the following to find matched pairs for comparison of achievement levels with students in the project:

- All other elementary schools in the District
- Selected matched pairs of students, matched by ethnicity, language proficiency (measured by the California English Language Development Test), achievement

(measured by the California Standards Tests for English Language Arts and Mathematics), disability, socioeconomic status, and grade.

- Students whose parents applied for magnet school participation, but who were not accepted because of lack of space available.
- Selected teachers with similar years of experience, education, and credentials. Research shows that teacher qualifications have a strong effect on student learning (Education Trust Study). Therefore, we must eliminate this as a means of bias in any comparison study of participating versus non-participating students.

The leadership team and School Site Council members will receive formal written reports each project year in the form of the Grant Performance Report. The report will include information for the completed school year. Additionally, the evaluator(s) will have a regular agenda item on both group's agendas to report findings at other times. Meetings will be scheduled once each quarter.

The leadership team and School Site Council will be integral partners with the evaluators. Members will review and approve the overall evaluation design and instruments. They will work with the evaluators to review data and use information to guide the program.

The Evaluation Team will serve as an informal member of the leadership team and will present data as it becomes available. They will assist committee members to process the data and will work together for program improvement purposes. Between meetings, e-mail forums will be used to communicate to members. The first year evaluation is critical to the success of the project. Project staff and evaluator must vigilantly monitor implementation to determine effective versus ineffective activities, efficient versus inefficient use of resources (including people), and any gaps in implementation. In this way (1) the project can be assured that it has a model that can be documented and replicated, and (2) teachers trained in subsequent years will have a refined, effective and efficient professional development program that produces the desired results.

In subsequent years, project staff members and the evaluator will continue to monitor implementation with an emphasis on refinement and documentation. In each year after the first, comparisons will be made between current and previous year(s) student achievement. When findings are outside of expectations (such as students performing less well in subsequent years), the evaluators and Steering Committee members will review implementation data to make connections and potentially find causes that can be addressed.

The general evaluation benchmarks are listed below:

- Finalize evaluation design and gain approval of leadership team and School Site Council (first funded month)
- Report progress at each leadership team and School Site Council meeting (quarterly)
- Develop grant performance report (yearly as required by funding source)
- Develop final evaluation report (end of final year as required by funding source)

## **F. Commitment and Capacity**

### **(I) Sustaining magnet school activities after assistance is no longer available**

Over the last eighteen years, Moorpark has been the recipient of fourteen federally funded grants, nineteen state grants, and seven local/private foundation grants. The District has consistently supported successful components of those projects through local funding after the grant ended. Examples of the District's commitment to sustaining grant activities include:

- We were awarded an MSAP grant for a math, science, technology magnet three years ago. All timelines and goals for that project have been accomplished and successful project components will now be supported through local resources. This transition to local funding is proceeding smoothly because of attention to planning for sustainability during the funded period.
- Following a successful Title VII Special Populations preschool project housing two classes of preschool children, the District expanded preschool offerings through non-federal resources to a total of eight classes that are continuing to serve low-income, language minority students.
- A Ventura County Community Foundation grant to provide dental education for elementary school students is now being implemented through local funds with the support of Moorpark High School students. The high school students receive training from the Public Health Department. Following this training, they dress up as "tooth fairies" and provide toothbrushes and lessons in dental hygiene to all District first graders.
- The curriculum, procedures, and structure developed as part of the high school's Title VII Program Development and Implementation grant are still in place after five years, supporting all English Language Development classes.
- The Academy Program developed through a Small Learning Communities grant is continuing to expand and serve high school students in a Health Science Academy and Business Academy through local resources.



- The afterschool intervention and enrichment activities provided by our 21st Century Community Learning Center Federal grant was sustained through a combination of funds, including money from the state to support intervention activities.

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

<b>Project activities designed to build district capacity</b>	<b>Plan for project continuation</b>
Project funds will be used to provide training for all magnet school staff, building capacity to continue activities.	All magnet school teachers will have received intensive, high quality training; once their training has been completed over the three-year period, teachers will continue past the funded period to use the effective instructional strategies they have been taught. Local resources will be used to train any staff who are hired past the funded period. Video taping, training project staff as trainers, and the development of training manuals for key project-funded training will help institutionalize professional development and assist with future training.

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**Project activities designed to  
build district capacity**

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**Plan for project continuation**

Project funds will be used to provide and purchase materials and equipment, provide time for teachers to write integrated, theme-related curriculum, lessons, and assessments, building capacity to continue project services.

Project-purchased and developed materials and equipment will continue to be used by teachers and students at the magnet school. An integrated arts/technology curriculum handbook for every grade level will be developed to institutionalize and guide instruction for any teachers hired after the funded period. Maintenance, updating of resources, and replacement costs will be assumed through local resources.

Outreach to parents and community, project visibility, and communication with the media will build advocacy for expanding and maintaining services.

Parents and community will advocate for magnet school services and activities.  
Parents will support and provide future funding for project activities through Parent Teacher Association (PTA) and Moorpark Education Foundation.  
Community support, through grants from local businesses (Amgen, Wells Fargo Bank, Verizon, etc.), will be sought to support project services.

Use of grant funds for one-time expenses, use of local resources for ongoing needs, so that project sustainability is built in and planned.

The District is committed to continuing the level of support given to the project during the funded period, as well as absorbing the project-funded positions following the funded period through local resources.

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**(i) Commitment to the magnet schools project**

The District's commitment to the magnet school project has been demonstrated by time and resources already committed. There is a comprehensive plan for support during the funded period and a detailed plan for cost assumption at the conclusion of the grant. This commitment has been demonstrated by the involvement of District administration, along with site leadership and parents, in the planning and writing of this application and a philosophical commitment to increasing our voluntary desegregation efforts through increased school choice from the School Board, Superintendent, and District management team.

**Before implementation:** The Board of Education provided its approval and enthusiastic support for the voluntary desegregation plan and provided funding and time for planning and development of the project during the 2006-07 school year. Staff were released to survey parents, develop the project theme, and work as a writing team to create this application. Our commitment to the magnet school concept is underlined by the fact that we will begin implementation of Walnut Canyon as an Arts and Technology Magnet next school year even if we do not receive grant funding.

**During the funded period:** The District will be supporting the project through additional staff (two resource teachers and a computer technician) and materials. This constitutes a significant allocation of funding and resources to support the project during the funded period.

**(ii) Identification of other resources to continue support for the magnet school activities when assistance under this program is no longer available**

The District has also demonstrated commitment by the development of a plan for the assumption of program costs and grant funded personnel.

These tables summarize the resources which have been identified as to support magnet school activities past the funded period:

Activities to be supported	Post-grant funding sources
Maintenance, repair, replacement, and updating of technology and equipment	<p><b>Local:</b> Walnut Canyon Magnet School PTA, District maintenance and operations budget, Moorpark Educational Foundation, grants from local businesses</p> <p><b>State:</b> Supplemental grant, school improvement funds</p> <p><b>Federal:</b> Title II, EETT</p>
Professional development	<p><b>Local:</b> Use of District inservice days and staff meeting time, use of project-developed videos, manuals, and trainers</p> <p><b>State:</b> School Improvement funds</p> <p><b>Federal:</b> Title I professional development funding, Title V Innovative Programs</p>
Art and music enrichment opportunities, consumable supplies, field trips	<p><b>Local:</b> PTA, (b)(4) school supply budget</p> <p><b>State:</b> Instructional materials funding, supplemental grant</p> <p><b>Federal:</b> Title V Innovative Programs</p>
After school component	<p><b>Local:</b> Sliding scale payment from parents</p> <p><b>State:</b> After school intervention funding</p>
Marketing, recruitment, transportation for parent choice	<p><b>Local:</b> School supply budget, general funds for transportation, use of project developed video and brochures</p> <p><b>State:</b> Home/School transportation funding</p> <p><b>Federal:</b> In the case of students from Program Improvement status schools, Title I transportation funding</p>

Activities to be supported	Post-grant funding sources
Artists-in-residence and field trips	<p><b>Local:</b> PTA and Moorpark Education Foundation funding will be sought to be able to continue to provide some level of both of these programs. Parent support for these two components will help with fundraising efforts to be able to continue these enriching experiences for students.</p>
Assumption of grant-funded personnel	<p>Project director will continue as a program coordinator at the Walnut Canyon site, funded out of local funds and parent fees for after school care.</p> <p>PLC coach will have completed training of teachers, will be given a classroom or administrative position.</p> <p>Counselor will be absorbed into any available openings for part time elementary counseling.</p>

# Project Narrative

## Other Narrative

### Attachment 1:

Title: Pages: Uploaded File: 3428-Mandatory\_Voluntary\_Desegregation\_Plan\_2007.doc

### Attachment 2:

Title: Pages: Uploaded File: 2380-MSAP\_ASSURANCES.pdf

### Attachment 3:

Title: Pages: Uploaded File: 4662-ResumesMSAP.doc

### Attachment 4:

Title: Pages: Uploaded File: 6212-MSAPTABLE\_5.doc

### Attachment 5:

Title: Pages: Uploaded File: 6944-MSAPTABLES1&2.xls

### Attachment 6:

Title: Pages: Uploaded File: 3199-MSAPTABLE4.xls

### Attachment 7:

Title: Pages: Uploaded File: 8335-MSAPTABLE3.xls

**Desegregation Plan Information Form**

Type of Desegregation Plan

*(Check One & Attach the Appropriate Documents)*

A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies.

Attach the Following Documents

- A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan.
- Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice.

Any desegregation plan modification should be mailed to:

Steven L. Brockhouse  
US Department of Education  
Office of Innovation &  
Improvement  
400 Maryland Avenue SW, Rm  
4W229  
Washington, DC 20202-5970



A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.

**Attach the Following Documents**

- A copy of the plan
- A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

# VOLUNTARY DESEGREGATION PLAN

Moorpark Unified School District

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**Meeting the purpose specified in section 5301(b) of the Act:** The purpose of this voluntary desegregation plan, adopted initially by the Moorpark Unified School District Board of Education in June of 2003 and revised in April 2007, is to provide all students served in Moorpark Unified District the opportunity to learn in a desegregated environment. This plan proposes to:

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

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

**Definition of schools in danger of becoming segregated:** This plan defines schools as in danger of becoming segregated if their minority enrollment is eight or more percent higher than the district average for schools at the same grade configuration.

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

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

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

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



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

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

Process for selection of Magnet School Participants Using Race-Neutral Selection Factors	
	Enrollment information and the deadlines for submitting magnet school and other choice applications will be sent to all parents.
	By District-set deadline, the student selection process for magnet schools will begin.
Priority # 1	Students currently enrolled at the site will be able to remain through grade five.
Priority # 2	All siblings of students currently attending the school will be given priority.
Priority # 3	Students who live within .5 miles of the school will have priority for up to 25% of the available seats.
Priority # 4	Students from any identified program improvement schools will be given priority.
	All other applications will be drawn by lottery.
	As names are drawn, statistics on Free/Reduced Lunch Program participation and English Learners will be tallied to monitor that the enrollment is in balance with the District profile.
	When the school enrollment is complete, a Waiting Pool of applicants will be established. When openings occur, names will be first drawn from the pool of applicants who met application deadlines.
	If new enrollees are not obtained from this group, names will be drawn from those who completed applications after the initial deadline for submission of applications.

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

Race Neutral Selection Factors		
□ Prior enrollment	Student is currently enrolled.	Absolute priority to stay at the magnet site.
□ Siblings	Student has siblings at the site.	Priority to enroll at the magnet site.
□ Geographic	Student lives within .5 miles of the school.	Priority for up to 25% of available seats. Students to fill these seats will be selected by establishing a pool of students from the immediate neighborhood of the school from available applicants and randomly selecting from those applicants.
□ Program Improvement/Choice	Students attend a feeder school that has been identified as Program Improvement (PI).	Priority to enroll at the magnet site. All students who attend a PI site will be allowed to attend a non-PI site.
□ English proficiency	Student is an English learner.	Priority for English Learners, will be given up to the % of English Learners in the target grade levels in the District. Students to fill these seats will be selected by establishing a pool of English Learners from available applicants and randomly selecting from those applicants.
□ NSLP	Student participates in the Free and Reduced lunch program.	Priority for students who participate in Free/Reduced lunch program (NSLP) will be given, up to the % of NSLP students in the target grades levels in the District. Students to fill these seats will be selected by establishing a pool of NSLP participants from available applicants and randomly selecting from those applicants.
□ All other seats	All other students	All other students will be selected for remaining seats, via random lottery.

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

- The percentage of minority/non-minority students at each school
- The percentage of socio-economically disadvantaged students at each school
- The effectiveness of the District's choice programs
- The effectiveness of the District's magnet schools

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

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

**MAGNET SCHOOLS ASSISTANCE PROGRAM ASSURANCES**

In accordance with section 5305(b)(2) of the No Child Left Behind Act, the applicant hereby assures and certifies that it will—

- (A) use grant funds under this part for the purposes specified in section 5301(b);
- (B) employ highly qualified teachers in the courses of instruction assisted under this part;
- (C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;
- (D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;
- (E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;
- (F) carry out a high-quality education program that will encourage greater parental decisionmaking and involvement; and
- (G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

\* \* \* \* \*

If the applicant has an approved desegregation plan—

The applicant hereby assures and certifies that it is implementing that desegregation plan as approved.

*Anna L. Neuman*  
Signature of Authorized  
Representative

April 26, 2007  
Date

Moorpark Unified School District  
Walnut Canyon Arts and Technology Magnet School  
**Resumes for Key MSAP Personnel**

***MSAP Funded***

<b><i>Position</i></b>	<b><i>Project Director</i></b>
<b>Role in project</b>	Coordinate all project implementation and activities; manage the project budget; collect, organize, and provide data for project evaluation team; act as liaison between MSAP and District, MSAP and the U.S. Department of Education; ensure that all project timelines are met; communicate about the project to site, District, and community, plan and implement of all project-related staff development; keep track of project accomplishments and outcomes, problem-solve obstacles, and celebrate successes.
<b>Person filling position</b>	Stephanie Brazell
<b>Experience</b>	4 years as elementary administrator 25 years experience as elementary teacher grades K-8
<b>State certification and credentials</b>	California Multiple Subjects K-12 Teaching Credential, Single Subject California Credential in English CLAD State Certification (English Learner Authorization) California Administrative Credential
<b>Training</b>	Bachelor of Arts in Liberal Studies with a specialization in English, California Lutheran University Masters of Arts with a specialization in Educational Administration, California Lutheran University
<b>Magnet school experience or training</b>	Attended Magnet Schools of America Technical Assistance Conference 2005 Former site administrator at Magnet School Extensive experience with English learners and students with disabilities, skilled at working with a diverse community
<b>Other relevant training and experience</b>	Experienced in gathering data, completing state and federally required reports, and leading curriculum and improvement efforts Trained in Teacher Expectations Support Student Achievement (TESA) and Parent Expectations Support Student Achievement (PESA) Trained as Trainer for Schools Attuned with Mel Levine Trained as Trainer for California English Learner Authorization, taught EL certification classes for 3 years, assisting over 50 teachers in obtaining this credential Participated in VIP: Ventura County Institute for Principals and Educational Leaders New teacher mentor Language arts, mathematics, and technology curriculum committee chair Grade level chair Title I, ESL School Coordinator
<b>Time commitment</b>	(b)(4) charged to MSAP, (b)(4) to be charged to District funding

Moorpark Unified School District  
Walnut Canyon Arts and Technology Magnet School  
**Resumes for Key MSAP Personnel**

***MSAP Funded***

<b>Position</b>	<b><i>Public Relations and Marketing Specialist</i></b>
<b>Role in project</b>	Design and implement a comprehensive media and marketing campaign; work with the staff to develop a clear and consistent message; work with students artists to design a brochure and poster; plan student recruitment efforts; write press releases; build awareness of the magnet program and support recruitment through the use of ads, posters, free publicity, direct mail, local cable television, and face-to-face presentations such as school tours and Choice Night.
<b>Person filling position</b>	Jean Kelso Sandlin
<b>Experience</b>	Creative strategist and writer Director of Public Relations for Hinmon Agency - directed strategic campaigns for medical center, government agencies, tourism industry, nonprofit organizations and business development agencies Campaign Director for United Way Area Coordinator for AmeriCorps, Volunteer in Service to America Director of Public Information, California Lutheran University Events Coordinator, Pepperdine University
<b>State certification and credentials</b>	Teaching Certificate, Language Arts, Oregon
<b>Training</b>	Bachelor of Arts, Communications Arts, California Lutheran University Masters in Public Administration, California Lutheran University
<b>Magnet school experience or training</b>	Worked with parent, student, and staff focus groups to select, develop, and articulate magnet theme Provided guidance on outreach to the community
<b>Other relevant training and experience</b>	20 years experience in designing comprehensive public relations campaigns (involving press, television, radio, and other media outlets) Demonstrated ability to create and obtain input from focus groups, develop and implement a successful ad campaign, create free and paid media spots, write press releases and other project communication Background in graphic design and development of brochures, posters, and websites Combines public relations expertise with education background - extensive marketing work with an educational focus, holds teaching credential, has worked with K-12 education and universities
<b>Time commitment</b>	(b)(4) in project

Moorpark Unified School District  
Walnut Canyon Arts and Technology Magnet School  
**Resumes for Key MSAP Personnel**

***MSAP Funded***

<b><i>Position</i></b>	<b><i>Professional Learning Communities Coach</i></b>
<b>Role in project</b>	Initiate and nurture data teams, teach teams how to review and analyze student to inform instruction, guide teams to address issues of equity and diversity, assist teams in formulating action research, facilitate peer coaching and feedback, and facilitate curriculum development.
<b>Person filling position</b>	Not yet hired
<b>Experience necessary</b>	5 or more years of successful classroom instruction Able to generate student achievement data using technology tools, analyze data, and conduct action research Previous successful experience leading teachers Demonstrated flexibility, team building, facilitation skills, ability to demonstrate lessons and coach others Knowledge of PLC, current research and resources Bilingual desired
<b>State certification and credentials</b>	Will have valid California teaching credential and certification to teach English learners
<b>Training</b>	Bachelor's Degree, Teaching Credential required, Masters desired
<b>Magnet school experience</b>	Magnet school experience desired Demonstrated ability to work with diverse groups
<b>Time commitment</b>	(b)(4) in project

<b><i>Position</i></b>	<b><i>Counselor</i></b>
<b>Role in project</b>	Work to ensure that all students become confident learners, provide direct, immediate, daily support to resolve potential issues that may effect student learning, work with families to limit potential barriers that may be keeping students from arriving ready to learn.
<b>Person filling position</b>	Not yet hired
<b>Experience necessary</b>	At least 3 years of successful counseling public or private practice Flexible, able to work well with students, teachers, parents Bilingual in Spanish and English Skilled and sensitive to work well with students and families from diverse backgrounds
<b>State certification and credentials</b>	Valid California Pupil Personnel Credential or Marriage, Family, Child Counseling certification
<b>Training</b>	Degree in Counseling
<b>Time commitment</b>	(b)(4) in project

Moorpark Unified School District  
Walnut Canyon Arts and Technology Magnet School  
**Resumes for Key MSAP Personnel**

***MSAP Funded***

<b><i>Position</i></b>	<b><i>Chief Evaluator</i></b>
<b>Role in project</b>	Manage the project evaluation
<b>Person filling position</b>	Lynne C. Aoki
<b>Experience</b>	30 years as evaluator of state and federally funded education programs, designed multi-year evaluations, constructed surveys and scoring rubrics, interviewed, conducted site visits to validate practices, made use of participant observation and case study techniques.
<b>Other relevant training and experience</b>	<p>Evaluator for MSAP grant for 3 years, trained by US Department of Education on Magnet School Evaluation Design</p> <p>Director, Region 9, for the National Association for Multicultural Education (NAME)</p> <p>Member, California Statewide Validation Panel whose goal was to seek out and verify language minority programs as exemplary in terms of student results, program implementation, and replicability (one of two evaluation specialists, held position for 6 years).</p> <p>General Manager of American Rocket Company, a high technology multi-million dollar start-up company developing launch vehicles to take payloads into Space</p> <p>Assistant Vice President and Director of Evaluation Services of a 40-person educational services and instructional development consulting firm.</p> <p>Managed several large-scale evaluations for the military (11 evaluation staff members) and educational clients (8 evaluation staff members over four years).</p> <p>Staff development specialist: concerns-based tools for school improvement, evaluation, assessment, data use in schools, program planning.</p> <p>Certified trainer: Facilitation of change, multicultural education.</p> <p>Frequent consultant to California Department of Education, Language Policy and Leadership Office (evaluation, program planning, application review and comment, etc.).</p>
<b>Time commitment</b>	As needed to attend monthly meetings, project report writing, data collection and analysis, monitoring program implementation, assisting with program improvements



Moorpark Unified School District  
Walnut Canyon Arts and Technology Magnet School  
**Resumes for Key MSAP Personnel**

***MSAP Funded***

<b><i>Position</i></b>	<b><i>Evaluator</i></b>
<b>Role in project</b>	Conduct analyses and oversee the technical portion of the evaluation, ensuring that the quasi-experimental design is implemented as described
<b>Person filling position</b>	William J. Crampon, Ph.D.
<b>Experience</b>	Over thirty years of experience in designing research projects, developing various types of evaluation instruments, and carrying out statistical analyses for business, government, and school districts. Assisted school districts in carrying out various types of statistical analyses relating to both standardized test scores and multiple measures of performance.
<b>Training</b>	Ph.D. in Organizational Behavior and Research Models, Graduate School of Management, University of California, Irvine
<b>Other relevant training and experience</b>	<p>Assisted with all aspects of evaluation of MSAP program, 2003-2007</p> <p>Current work with business and government organizations focuses on organizational productivity and includes, but is not limited to, analysis of organizational conditions, employee opinion surveys, employee needs assessments, training needs assessment, management and supervisory training, development of performance evaluation systems, etc.</p> <p>At the University of California, Irvine, Public Policy Research Organization, worked on a nation-wide study of the use and impact of computers in urban governments.</p> <p>Formerly Director of Survey Research Center, University of Illinois (Springfield).</p>
<b>Time commitment</b>	As needed to attend monthly meetings, project report writing, data collection and analysis, monitoring program implementation, assisting with program improvements

Moorpark Unified School District  
Walnut Canyon Arts and Technology Magnet School  
**Resumes for Key MSAP Personnel**

**District Funded**

<b>Position</b>	<b>Principal</b>
<b>Role in project</b>	Manage all day-to-day aspects of the school; develop a clear, common vision for the project in collaboration with teachers, parents, and students; hire and evaluate staff; provide teachers coaching and feedback; counsel, discipline, and reward students; manage District resources in support of the project; chair the site leadership team; communicate with parents.
<b>Person filling position</b>	Jeanne Ricci
<b>Experience</b>	22 years teaching and 6 years in administration
<b>State certification and credentials</b>	California Standard Teaching Credential - Clear California Administrative Credential - Clear
<b>Training</b>	BA in Elementary Education, Northeast Louisiana State University  Graduate Studies at the University of Colorado, Denver  MA in Educational Administration, California Lutheran University
<b>Magnet school experience/training</b>	Formerly the Magnet School Director for site that is currently the only magnet school in the District (managed budget, handled recruitment, directed implementation efforts, organized training, planned media campaign, gathered data, worked with parents, wrote MSAP reports)  Attended US Department of Education grant training in Washington DC Attended USDOE's Magnet School Project Directors' training
<b>Other relevant training and experience</b>	Participant in VIP: Ventura County Institute for Principals and Educational Leaders - training institute for educational administrators, for four years (intensive, research-based training program for educational leaders - speakers have included Doug Reeves, Robert Marzano, Michael Schmoker, etc.).  Experience with other state and federal projects including: Project Director for 21 <sup>st</sup> Century Community Learning Center Federal Grant, Project Director for MSAP grant, Gifted and Talented Site Coordinator, Elementary Site Program Coordinator, District Strategic Plan Committee, District School and Community Policing Committee  Curriculum work includes leading and participating in District Curriculum Council
<b>Time commitment</b>	{b}(4) in project

Moorpark Unified School District  
Walnut Canyon Arts and Technology Magnet School  
**Resumes for Key MSAP Personnel**

**District Funded**

<b>Position</b>	<b>Art Resource Teacher</b>
<b>Role in project</b>	Provide ongoing training and support to classroom teachers in the visual and performing; teach art, drama, and dance lessons to all grade levels; organize and maintain consumable and non-consumable art materials; plan and provide training on the visual and performing arts; provide leadership for and guide teachers as they write curriculum that integrates the arts into core academic standards; act as “art coach” to all project staff.
<b>Person filling position</b>	Nema Pierce
<b>Experience</b>	14 years teaching experience: K-12, Drama, Art, Dance, Math, and Science 1 year experience Site Program Coordinator, including management of an arts based after school program
<b>State certification and credentials</b>	California Multiple Subjects Teaching Credential California Administrative Services Credential
<b>Training</b>	Bachelors Degree in Dance and teaching credential from University of California, Santa Barbara Masters Degree, Educational Administration, CA State Univ. Northridge
<b>Other relevant training and experience</b>	Author of Moorpark Unified School District’s Arts curriculum Participant in The California Arts Project Summer Invitational Institute, presenter for The California Arts Project, specializing in dance, arts integration, and California Visual and Performing Arts standards. Participant in Artist in the Classroom Summer Institute Participant in LA Music Center Summer Institute Presenter and participant in Ventura County Arts for Educators program Arts Work grant facilitator for McKeveitt School, Santa Paula CA Ongoing training in drumming and hand percussion, emphasizing West African and Afro-Cuban rhythms Choreographer for Moorpark Melodrama’s Youth Theatre Program Grant writer in the arts, experience as teacher trainer and presenter Extensive experience with diverse student groups: has taught English learners, has multicultural training and background
<b>Time commitment</b>	(b)(4) in project

Moorpark Unified School District  
Walnut Canyon Arts and Technology Magnet School  
**Resumes for Key MSAP Personnel**

**District Funded**

<b>Position</b>	<b>Music Resource Teacher</b>
<b>Role in project</b>	<p>Teach music (both vocal and instrumental) lessons to all six grade levels (K-5), organize and maintain music materials, including DVDs, videos, books, tapes, 11 keyboards, classroom instruments, music textbooks, teacher's manuals, CDs and videos, etc.</p> <p>Direct 60-70 member traveling chorus of 8-11 year olds</p> <p>Produce and direct two productions per year: a Holiday concert and Spring Musical</p> <p>Provide ongoing professional development and support to classroom teachers in music</p>
<b>Person filling position</b>	Becky Stewart
<b>Experience</b>	27 years music teaching, 19 years elementary teaching
<b>State certification and credentials</b>	<p>California Multiple Subjects Teaching Credential</p> <p>Member: National Music Teacher's Association</p> <p>Member: California Music Teacher's Association</p> <p>California's English Learner authorization</p>
<b>Training</b>	<p>Bachelor of Fine Arts: Ithaca College, Ithaca, New York</p> <p>California Teaching Credential: San Jose State University, San Jose, California</p> <p>Master of Arts: State University at Los Angeles, Los Angeles, California</p>
<b>Other relevant training and experience</b>	<p>Choral director: 15 years</p> <p>Keyboard artist (organist, accompanist, performer): 10 years</p> <p>Composer: 10 songs recorded on record</p> <p>Private piano and keyboard lessons: 27 years</p> <p>Extensive experience with diverse student groups: skilled at promoting collaboration and team-building and knowledgeable about how music can be used to promote cross-cultural cooperation and understanding</p>
<b>Time commitment</b>	(b)(4)

## Table 5: Selection of Students

### Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School(s)" identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

### **Magnet School(s):**

Check the appropriate box:

- Academic examination is a criterion in the magnet school student selection process.  
 Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

#### **Process for selection of Magnet School Participants Using Race Neutral Selection Factors**

	Enrollment information and the deadlines for submitting magnet school and other choice applications will be sent to all parents. Applications are available at all school sites all year long.
	By District-set deadline, the student selection process for magnet schools will begin.
Priority # 1	Students currently enrolled at the site will be able to remain through grade five.
Priority # 2	All siblings of students currently attending the school will be given priority.
Priority # 3	Students who live within .5 miles of the school will have priority for up to 25% of the available seats.
Priority # 4	Students from any identified program improvement schools will be given priority.
	All other applications will be drawn by lottery.
	As names are drawn, statistics on Free/Reduced Lunch Program participation and English Learners will be tallied to monitor that the enrollment is in balance with the District profile.
	When the school enrollment is complete, a Waiting Pool of applicants will be established. When openings occur, names will be first drawn from the pool of applicants who met application deadlines.
	If new enrollees are not obtained from this group, names will be drawn from those who completed applications after the initial deadline for submission of applications.

## Budget Narrative

### Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 7974-Mandatory\_MSAPWC.xls

**PLEASE NOTE: THIS ATTACHMENT HAS 5 TABS, ALL 5 WORKSHEETS NEED TO BE PRINTED TO FORM THE COMPLETE BUDGET NARRATIVE**

<b>Moorpark Unified School District            WALNUT CANYON ARTS AND TECHNOLOGY MAGNET            MSAP BUDGET NARRATIVE</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Totals</b>
<b>PERSONNEL</b>	\$ 184,568	\$ 186,818	\$ 190,228	\$ 561,614
<b>EMPLOYEE BENEFITS</b>	\$ 59,461	\$ 59,776	\$ 60,254	\$ 179,491
<b>CONFERENCE AND TRAVEL</b>	\$ 22,000	\$ 27,000	\$ 19,000	\$ 68,000
<b>SUPPLIES</b>	\$ 193,757	\$ 167,675	\$ 134,560	\$ 495,992
<b>OTHER</b>	\$ 66,750	\$ 51,750	\$ 51,750	\$ 170,250
<b>SUB-TOTAL</b>	\$ 526,536	\$ 493,019	\$ 455,792	\$ 1,475,347
<b>INDIRECT COSTS (@ 5.76%)</b>	\$ 30,328	\$ 28,398	\$ 26,254	\$ 84,980
<b>TOTAL COSTS</b>	\$ 556,864	\$ 521,417	\$ 482,046	\$ 1,560,327

Moorpark Unified School District  
**WALNUT CANYON ARTS AND TECHNOLOGY MAGNET**  
**MSAP BUDGET NARRATIVE**  
**YEAR ONE: 2007-08**

**PROJECT EXPENSES**

**PERSONNEL**

Project Director -- (b)(4)		\$ 39,459
Public Relations and Marketing Specialist -- (b)(4)		\$ 25,991
Professional Learning Communities Coach -- (b)(4)		\$ 36,836
Counselor, to work with students and families -- (b)(4)		\$ 27,000
Release time for staff development -- 31 teachers x 5 days @ \$110/day		\$ 17,050
Release time for teachers for curriculum writing, planning, collaboration, reflection, meeting with after school staff -- 31 teachers x 4 days @ \$110/day		\$ 13,640
Hourly time for teachers to meet afterschool for curriculum writing, data team meetings, meeting with after school staff, 31 teachers @ \$400/year		\$ 12,400
Computer tech time, to install new equipment, troubleshoot technology, provide just-in-time training and support for classroom teachers -- 182 days x 4 hours/day @ \$14/hour		\$ 10,192
Hourly time to extend hours in the library and computer lab for parents		\$ 2,000
<b>TOTAL PERSONNEL</b>		<b>\$ 184,568</b>

**EMPLOYEE BENEFITS**

	STRS	0.0825	\$ 15,227
	Medicare	0.0145	\$ 2,676
	SUI	.0005	\$ 92
	Workman's compensation	.0426	\$ 7,863
	Health and Welfare	\$11201 persor	\$ 33,603
<b>TOTAL EMPLOYEE BENEFITS</b>			<b>\$ 59,461</b>

**CONFERENCE AND TRAVEL**

<b>Project Year One Training Focus: Desegregation Strategies</b>		\$ 12,000
TESA training for all teachers and administrative staff, 3 days @ \$4000/day		
<i>Peacemaker</i> training for staff, proactive training to create a respectful campus 2 days @ \$1000/day		\$ 2,000
Attendance at MSAP and Magnet Schools of America Conferences, 2 conferences x 4 staff members @ \$1000/each for flight, hotel, misc.		\$ 8,000
<b>TOTAL CONFERENCE AND TRAVEL</b>		<b>\$ 22,000</b>



**YEAR ONE: 2007-08**

**PROJECT EXPENSES**

**SUPPLIES**

<b>Technology needed to implement technology component of theme:</b>		
The needed technology items will be phased in over the three years of the project, with different elements purchased each year, to allow teachers time to train and learn to use each new tool.		
2 mobile computer labs, one for "anywhere, anytime" technology, academic, and arts instruction		\$ 109,000
31 classroom computers		\$ 34,100
Podcast software, site license (@ \$499, Community license (@ \$199, annual hosting (@ \$99		\$ 797
Art and technology software: drawing, photography, animation, musical composition, 4 programs x site licenses (@ \$499		\$ 1,996
Video cameras, 3 (@ \$1400		\$ 4,200
Digital cameras and flash memory drives, 3 (@ \$420		\$ 1,260
Closed circuit system for broadcasting		\$ 15,000
<b>Supplies to implement arts component of theme:</b>		
Drums for drum circle		\$ 5,000
Theater lighting and sound system		\$ 2,800
Microphones		\$ 2,500
Projection system for auditorium		\$ 200
Screen for auditorium		\$ 4,645
Sound and lighting equipment for auditorium		\$ 5,159
Headphones for use with keyboards		\$ 350
Easels (5 (@ \$100), tables (2 (@ \$500), drawing horses (5 (@ \$150) for the art room		\$ 2,250
Supplies for stage craft		\$ 1,500
Afterschool program art, music, drama, and dance supplies		\$ 3,000
<b>TOTAL SUPPLIES</b>		<b>\$ 193,757</b>

**OTHER**

Evaluation costs		\$ 20,000
Wiring, upgrades to infrastructure and set up of computers		\$ 15,000
Field trips to concerts, plays, art museums, 31 classes (@ \$250/trip		\$ 7,750
Artist in residence, 6 artists (@ \$4000/year		\$ 24,000
<b>TOTAL OTHER</b>		<b>\$ 66,750</b>

**SUB-TOTAL FIRST YEAR DIRECT COSTS**

**\$ 526,536**

**INDIRECT COSTS (@ 5.76%)**

**\$ 30,328**

**TOTAL FIRST YEAR COSTS**

**\$ 556,864**

Moorpark Unified School District  
**WALNUT CANYON ARTS AND TECHNOLOGY MAGNET**  
**MSAP BUDGET NARRATIVE**  
**YEAR TWO: 2008-09**

**PROJECT EXPENSES**

**PERSONNEL**

Project Director -- (b)(4)		\$ 39,459
Public Relations and Marketing Specialist -- (b)(4)		\$ 25,991
Professional Learning Communities Coach -- (b)(4)		\$ 36,836
Counselor, to work with students and families -- (b)(4)		\$ 27,000
Release time for staff development -- 31 teachers x 4 days @ \$110/day		\$ 13,640
Release time for CAP afterschool team to meet with teachers during the school day -- 15 educational technicians x 10 hours @ \$15/hour		\$ 2,250
Release time for teachers for curriculum writing, planning, collaboration, reflection, meeting with after school staff -- 31 teachers x 4 days @ \$110/day		\$ 17,050
Hourly time for teachers to meet afterschool for curriculum writing, data team meetings, meeting with after school staff, 31 teachers @ \$400/year		\$ 12,400
Computer tech time, to install new equipment, troubleshoot technology, provide just-in-time training and support for classroom teachers -- 4 hours/day @ \$14/hour x 182 days		\$ 10,192
Hourly time to extend hours in the library and computer lab for parents		\$ 2,000
<b>TOTAL PERSONNEL</b>		<b>\$ 186,818</b>

**EMPLOYEE BENEFITS**

	STRS	0.0825	\$ 15,412
	Medicare	0.0145	\$ 2,709
	SUI	.0005	\$ 93
	Workman's compensation	.0426	\$ 7,958
	Health and Welfare	\$11201 person	\$ 33,603
<b>TOTAL EMPLOYEE BENEFITS</b>			<b>\$ 59,776</b>

**CONFERENCE AND TRAVEL**

<b>Project Year 2 Training Focus: Integrating Curriculum &amp; the Arts</b>		
Training on the integration of arts and academic curriculum 1 day per grade level, 6 grade levels @ \$2500/day		\$ 15,000
Visual arts training with emphasis on using drawing as a tool to integrate curriculum, exploring drawing media, understanding multiple intelligences, using art to promote language development, all staff, 1 day @ \$2000/day		\$ 2,000
Training for cultural competence -- multicultural education, 2 days @ \$1000/day		\$ 2,000
Attendance at MSAP and Magnet Schools of America Conferences, 2 conferences x 4 staff members @ \$1000/each for flight, hotel, misc.		\$ 8,000
<b>TOTAL CONFERENCE AND TRAVEL</b>		<b>\$ 27,000</b>

YEAR TWO: 2008-09

**PROJECT EXPENSES**

**SUPPLIES**

<b>Technology needed to implement technology component of theme:</b>		
31 classroom computers		\$ 34,100
Classroom projection and interactive software systems, 8 classrooms @ \$8000		\$ 64,000
Video cameras, 3 @ \$1400		\$ 4,200
Digital cameras and flash memory drives, 3 @ \$420		\$ 1,260
Laser printers, 1 for every two teachers 15 @ \$561		\$ 8,415
Ink cartridges, 30 @ \$100		\$ 3,000
Software to support intervention services, 10 additional site licenses of <i>SuccessMaker</i> reading, mathematics, and ELD intervention program @ \$1000		\$ 10,000
<b>Supplies to implement arts component of theme:</b>		
Books for the library and intervention program to support the magnet theme -- Accelerated Reader titles, non-fiction books in art, music, dance, drama, technology		\$ 5,000
Leveled readers with emphasis on visual and performing arts, 31 classrooms @ \$700		\$ 21,700
Supplies for stage craft		\$ 2,000
Hands-on science/art experimentation supplies		\$ 3,000
Non-consumable art and music supplies		\$ 5,000
Afterschool program art, music, drama, and dance supplies		\$ 5,000
Carts, multiple use, 5 @ \$200		\$ 1,000
<b>TOTAL SUPPLIES</b>		<b>\$ 167,675</b>

**OTHER**

Evaluation costs		\$ 20,000
Field trips to concerts, plays, art museums, 31 classes @ \$250/trip		\$ 7,750
Artist in residence, 6 artists @ \$4000/year		\$ 24,000
<b>TOTAL OTHER</b>		<b>\$ 51,750</b>

<b>SUB-TOTAL SECOND YEAR DIRECT COSTS</b>	<b>\$ 493,019</b>
<b>INDIRECT COSTS (@ 5.76%)</b>	<b>\$ 28,398</b>

<b>TOTAL FIRST YEAR COSTS</b>	<b>\$ 521,417</b>
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Moorpark Unified School District  
**WALNUT CANYON ARTS AND TECHNOLOGY MAGNET**  
**MSAP BUDGET NARRATIVE**

YEAR THREE: 2009-10

**PROJECT EXPENSES**

**PERSONNEL**

Project Director -- (b)(4)	
Public Relations and Marketing Specialist -- (b)(4)	
Professional Learning Communities Coach -- (b)(4)	
Counselor, to work with students and families -- (b)(4)	
Release time for staff development -- 31 teachers x 5 days (a \$110 day)	
Release time for teachers for curriculum writing, planning, collaboration, reflection, meeting with after school staff -- 31 teachers x 4 days (a \$110 day)	
Hourly time for teachers to meet afterschool for curriculum writing, data team meetings, meeting with after school staff, 31 teachers (a \$400 year)	
Release time for CAP afterschool team to meet with teachers during the school day - 15 educational technicians x 10 hours (a \$15 hour)	
Computer tech time, to install new equipment, troubleshoot technology, provide just-in-time training and support for classroom teachers -- 4 hours day (a \$14 hour x 182 days)	
Hourly time to extend hours in the library and computer lab for parents	
<b>TOTAL PERSONNEL</b>	

**EMPLOYEE BENEFITS**

	STRS	0.0825
	Medicare	0.0145
	SUI	.0005
	Workman's compensation	.0426
	Health and Welfare	\$11201 person
<b>TOTAL EMPLOYEE BENEFITS</b>		

**CONFERENCE AND TRAVEL**

**Project Year Two Training Focus: Integrating Technology into Curriculum**

Training on use of classroom projection and interactive software (smartboard, projection and student response systems), total staff training, 1 day (a \$3000)	
Technology --learning and literacy in a digital age, 2 days (a \$2000 day)	
Training follow-up days -- time to review training from years 1 and 2, 2 days (a \$2000 day)	
Attendance at MSAP and Magnet Schools of America Conferences, 2 conferences x 4 staff members (a \$1000 each for flight, hotel, misc.)	
<b>TOTAL CONFERENCE AND TRAVEL</b>	

YEAR THREE: 2009-10

**PROJECT EXPENSES**

**SUPPLIES**

<b>Technology needed to implement technology component of theme:</b>	
31 classroom computers	
Classroom projection and interactive software systems, 8 classrooms @ \$8000	
Video cameras, 3 @ \$1400	
Digital cameras and flash memory drives, 3 @ \$420	
Software to support intervention services, 10 additional site licenses of <i>SuccessMaker</i> reading, mathematics, and ELD intervention program @ \$1000	
<b>Supplies to implement arts component of theme:</b>	
Books for the library and intervention program to support the magnet theme -- Accelerated Reader titles, non-fiction books in art, music, dance, drama, technology	
Supplies for stage craft	
Hands-on science art experimentation supplies	
Non-consumable art and music supplies	
Afterschool program art, music, drama, and dance supplies	
<b>TOTAL SUPPLIES</b>	

**OTHER**

Evaluation costs	
Field trips to concerts, plays, art museums, 31 classes @ \$250 trip	
Artist in residence, 6 artists @ \$4000 year	
<b>TOTAL OTHER</b>	

**SUB-TOTAL THIRD YEAR DIRECT COSTS**

**INDIRECT COSTS (@ 5.76%)**

**TOTAL FIRST YEAR COSTS**

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\$	39,459
\$	25,991
\$	36,836
\$	27,000
\$	17,050
\$	17,050
\$	12,400
\$	2,250
\$	10,192
\$	2,000
<b>\$</b>	<b>190,228</b>

\$	15,694
\$	2,758
\$	95
\$	8,104
\$	33,603
<b>\$</b>	<b>60,254</b>

\$	3,000
\$	4,000
\$	4,000
\$	8,000
<b>\$</b>	<b>19,000</b>

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\$ 34,100
\$ 64,000
\$ 4,200
\$ 1,260
\$ 10,000
\$ 5,000
\$ 4,000
\$ 2,000
\$ 5,000
\$ 5,000
<b>\$ 134,560</b>

\$ 20,000
\$ 7,750
\$ 24,000
<b>\$ 51,750</b>

\$ 455,792
\$ 26,254
<b>\$ 482,046</b>