

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

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**MAGNET SCHOOLS ASSISTANCE PROGRAM-APPLICATION PACKAGE  
CFDA # 84.165A  
PR/Award # U165A100056**

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

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

## **Forms**

|  |     |
|--|-----|
| 1. Application for Federal Assistance (SF-424)           | e1  |
| 2. Standard Budget Sheet (ED 524)                        | e5  |
| 3. SF 424B - Assurances Non-Construction Programs        | e7  |
| 4. Disclosure of Lobbying Activities                     | e9  |
| 5. ED 80-0013 Certification                              | e10 |
| 6. 427 GEPA  | e11 |
| GEPA Statement   | e13 |
| 7. Dept of Education Supplemental Information for SF-424 | e16 |
| Resume of Interim Project Director.pdf                   | e18 |

## **Narratives**

|  |      |
|--|------|
| 1. Project Narrative - (Project Narrative-Project Abstract...)                 | e20  |
| Abstract   | e21  |
| 2. Project Narrative - (Project-Narrative-Table of Contents...)                | e22  |
| Table of Contents  | e23  |
| 3. Project Narrative - (Project Narrative-Competitive Preference Priori.....)  | e24  |
| Priority 1 Need for Assistance   | e25  |
| 4. Project Narrative - (Project Narrative-Competitive Preference Priori.....)  | e36  |
| Priority 4- Expand Capacity for Choice.  | e37  |
| 5. Project Narrative - (Project Narrative-Selection Criteria-Quality of.....)  | e42  |
| Quality of Services  | e43  |
| 6. Project Narrative - (Project Narrative-Selection Criteria-Quality of.....)  | e75  |
| Personnel  | e76  |
| 7. Project Narrative - (Project Narrative-Selection Criteria-Quality of.....)  | e92  |
| Quality of Project Design  | e93  |
| 8. Project Narrative - (Project Narrative-Selection Criteria-Budget and.....)  | e108 |
| Budget-Resources   | e109 |
| 9. Project Narrative - (Project Narrative-Selection Criteria-Evaluation.....)  | e115 |
| Evaluation Plan  | e116 |
| 10. Project Narrative - (Project Narrative-Selection Criteria-Commitment.....) | e122 |
| Commitment and Capacity  | e123 |
| 11. Project Narrative - (Project Narrative-Desegregation Plan Informatio.....) | e127 |

|   |      |
|---|------|
| <i>Desegregation Plan and Resolution</i>  | e128 |
| 12. <i>Project Narrative - (Project Narrative-Table 1 and 2 Information-LEA.....)</i> | e133 |
| <i>Tables1-2.doc</i>  | e134 |
| 13. <i>Project Narrative - (Project Narrative-Table 3 Information-Magnet Sc.....)</i> | e137 |
| <i>Table 3.doc</i>  | e138 |
| 14. <i>Project Narrative - (Project Narrative-Table 5 Information-Feeder Sc.....)</i> | e140 |
| <i>Table 5.doc</i>  | e141 |
| 15. <i>Project Narrative - (Project Narrative-Table 7 and 8 Information-LEA.....)</i> | e143 |
| 16. <i>Project Narrative - (Project Narrative-Table 9 Information-Magnet Sc.....)</i> | e144 |
| 17. <i>Project Narrative - (Project Narrative-Table 11 Information-Feeder-(.....)</i> | e145 |
| 18. <i>Project Narrative - (Project Narrative-Table 13 Information-Selectio.....)</i> | e146 |
| <i>Table 13-Selection of Students-Priority 3</i>                                      | e147 |
| 19. <i>Project Narrative - (Project Narrative-Table 14 Information-Revised .....</i>  | e151 |
| <i>Table 14-New Magnet School</i>   | e152 |
| 20. <i>Project Narrative - (Project Narrative-Magnet Schools Assistance Pro.....)</i> | e153 |
| <i>Assurances.</i>  | e154 |
| 21. <i>Project Narrative - (Project Narrative-Resumes-Refer to: Instruction.....)</i> | e156 |
| <i>Resumes of Key Personnel</i>   | e157 |
| 22. <i>Project Narrative - (Project Narrative-Letters of Support (Optional) ...)</i>  | e167 |
| <i>Letters of Support</i>   | e168 |
| 23. <i>Project Narrative - (Project Narrative-Joint Application Information.....)</i> | e178 |
| 24. <i>Budget Narrative - (Project Narrative-Budget Narrative...)</i>                 | e179 |
| <i>Section C Budget Narrative</i>   | e180 |

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

**Application for Federal Assistance SF-424**

Version 02

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

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

|                                |                                 |
|--------------------------------|---------------------------------|
| 5a. Federal Entity Identifier: | * 5b. Federal Award Identifier: |
|                                | 84.165A                         |

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Ventura Unified School District

|   |                           |
|---|---------------------------|
| * b. Employer/Taxpayer Identification Number (EIN/TIN): | * c. Organizational DUNS: |
| 952297233   | 077980621                 |

**d. Address:**

|                      |                               |
|----------------------|-------------------------------|
| * Street1:           | 255 W. Stanley Ave. Suite 100 |
| Street2:             |                               |
| * City:              | Ventura                       |
| County:              | Ventura                       |
| State:               | CA                            |
| Province:            |                               |
| * Country:           | USA                           |
| * Zip / Postal Code: | 93001                         |

**e. Organizational Unit:**

|                             |                |
|-----------------------------|----------------|
| Department Name:            | Division Name: |
| Education Services Division |                |

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

|              |     |               |      |
|--------------|-----|---------------|------|
| Prefix:      | Mr. | * First Name: | Jeff |
| Middle Name: |     |               |      |

\* Last Name: Chancer

Suffix:

Title: Assistant Superintendent, Educational Services

Organizational Affiliation:

Ventura Unified School District

\* Telephone Number: (805)641-5000 Fax Number: (805)653-7862

\* Email: JEFF.CHANCER@VENTURAUSD.ORG

**Application for Federal Assistance SF-424**

Version 02

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.165A

CFDA Title:

Magnet Schools Assistance Program-Application Package

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

84.165A

Title:

Magnet Schools Assistance Program (MSAP)

**13. Competition Identification Number:**

Title:

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

City of Ventura, City of Oakview, Ventura County, California

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

DeAnza Academy of Technology and the Arts (DATA)

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: 24

\* b. Program/Project: 24

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

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

\* b. End Date: 6/30/2013

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

|                      |           |
|----------------------|-----------|
| a. Federal           | \$ 850000 |
| b. Applicant         | \$ 0      |
| c. State             | \$ 0      |
| d. Local             | \$ 0      |
| e. Other             | \$ 0      |
| f. Program<br>Income | \$ 0      |
| g. TOTAL             | \$ 850000 |

**\* 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: Dr. \* First Name: Trudy  
Middle Name:  
\* Last Name: Arriaga  
Suffix:

Title: Superintendent

\* Telephone Number: (805)641-5000 Fax Number: (805)653-7855

\* Email: TRUDY.ARRIAGA@VENTURAUSD.ORG

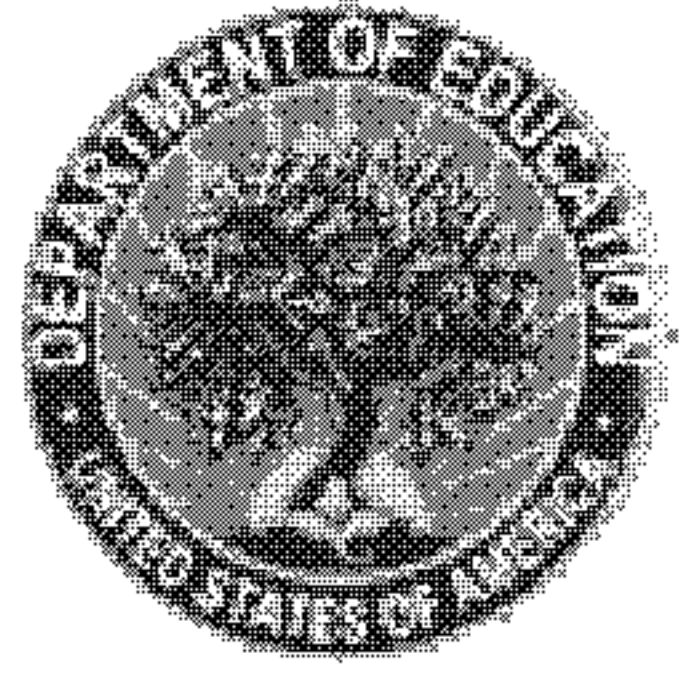
\* Signature of Authorized Representative: \* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Ventura 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                      | \$ 306,574        | \$ 380,347         | \$ 393,290         | \$ 0               | \$ 0               | \$ 1,080,211 |
| 2. Fringe Benefits                | \$ 107,953        | \$ 118,595         | \$ 120,726         | \$ 0               | \$ 0               | \$ 347,274   |
| 3. Travel                         | \$ 48,210         | \$ 15,360          | \$ 4,120           | \$ 0               | \$ 0               | \$ 67,690    |
| 4. Equipment                      | \$ 0              | \$ 0               | \$ 0               | \$ 0               | \$ 0               | \$ 0         |
| 5. Supplies                       | \$ 185,126        | \$ 159,451         | \$ 156,617         | \$ 0               | \$ 0               | \$ 501,194   |
| 6. Contractual                    | \$ 27,500         | \$ 27,500          | \$ 26,500          | \$ 0               | \$ 0               | \$ 81,500    |
| 7. Construction                   | \$ 0              | \$ 0               | \$ 0               | \$ 0               | \$ 0               | \$ 0         |
| 8. Other                          | \$ 109,604        | \$ 83,714          | \$ 83,714          | \$ 0               | \$ 0               | \$ 277,032   |
| 9. Total Direct Costs (lines 1-8) | \$ 784,967        | \$ 784,967         | \$ 784,967         | \$ 0               | \$ 0               | \$ 2,354,901 |
| 10. Indirect Costs*               | \$ 40,033         | \$ 40,033          | \$ 40,033          | \$ 0               | \$ 0               | \$ 120,099   |
| 11. Training Stipends             | \$ 25,000         | \$ 25,000          | \$ 25,000          | \$ 0               | \$ 0               | \$ 75,000    |
| 12. Total Costs (lines 9-11)      | \$ 850,000        | \$ 850,000         | \$ 850,000         | \$ 0               | \$ 0               | \$ 2,550,000 |

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

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

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

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

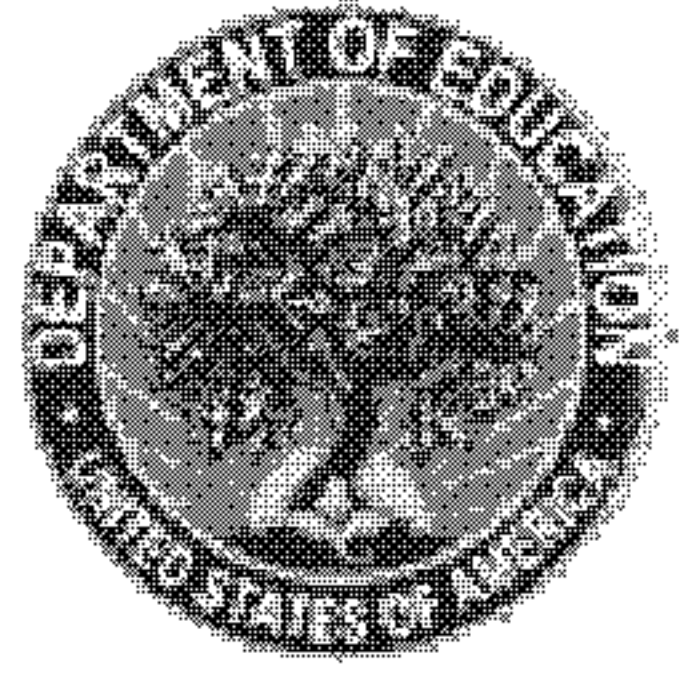
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 5.1%

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

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%





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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Ventura 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<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(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<br>(lines 1-8) | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0      |
| 10. Indirect Costs                   | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0      |
| 11. Training Stipends                | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0      |
| 12. Total Costs (lines 9-11)         | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0      |

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Trudy T. Arriaga Ed.D.

**Title:** Superintendent

**Date Submitted:** 04/29/2010

### Disclosure of Lobbying Activities

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

|   |   |   |
|---|---|---|
| <b>1. Type of Federal Action:</b><br><input type="checkbox"/> Contract<br><input checked="" type="checkbox"/> Grant<br><input type="checkbox"/> Cooperative Agreement<br><input type="checkbox"/> Loan<br><input type="checkbox"/> Loan Guarantee<br><input type="checkbox"/> Loan Insurance  | <b>2. Status of Federal Action:</b><br><input type="checkbox"/> Bid/Offer/Application<br><input type="checkbox"/> Initial Award<br><input type="checkbox"/> Post-Award                                  | <b>3. Report Type:</b><br><input type="checkbox"/> Initial Filing<br><input type="checkbox"/> Material Change<br><b>For Material Change only:</b><br>Year: 0 Quarter: 0<br>Date of Last Report: |
| <b>4. Name and Address of Reporting Entity:</b><br><input type="checkbox"/> Prime <input type="checkbox"/> Subawardee<br>Tier, if known: 0<br>Name:<br>Address:<br>City:<br>State:<br>Zip Code + 4: -<br><br><b>Congressional District, if known:</b>   | <b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b><br><br>Name:<br>Address:<br>City:<br>State:<br>Zip Code + 4: -<br><br><b>Congressional District, if known:</b> |   |
| <b>6. Federal Department/Agency:</b>  | <b>7. Federal Program Name/Description:</b><br><br>CFDA Number, if applicable: 84.165A  |   |
| <b>8. Federal Action Number, if known:</b>  | <b>9. Award Amount, if known: \$0</b>   |   |
| <b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI):<br>Address:<br>City:<br>State:<br>Zip Code + 4: -   | <b>b. Individuals Performing Services</b> (including address if different from No. 10a)<br>(last name, first name, MI):<br>Address:<br>City:<br>State:<br>Zip Code + 4: -                               |   |
| <b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. | Name: Trudy T. Arriaga Ed.D.<br>Title: Superintendent<br>Applicant: Ventura Unified School District<br>Date: 04/29/2010   |   |
| <b>Federal Use Only:</b>  |   | Authorized for Local<br>Reproduction<br>Standard Form LLL (Rev. 7-97)   |

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

### APPLICANT'S ORGANIZATION

Ventura Unified School District

### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.      First Name: Trudy      Middle Name: T

Last Name: Arriaga      Suffix: Ed.D.

Title: Superintendent

Signature: \_\_\_\_\_

Date:

04/29/2010

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

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

#### **To Whom Does This Provision Apply?**

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

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

#### **What Does This Provision Require?**

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

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

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : GEPA Statement

File : C:\Documents and Settings\jchancer\Desktop\MSAP\GEPA Statement.doc

## **GEPA Statement**

### **Compliance with Section 427 of the Department of Education's**

#### **General Education Provisions Act**

#### **Ventura Unified School District**

#### **Magnet Schools Assistance Program**

#### **De Anza Academy of Technology and the Arts**

De Anza Academy of Technology and the Arts Magnet School Program will take active steps to ensure equitable access to and participation in this federally assisted program for students, teachers, staff and other program beneficiaries with special needs. Some of the steps the De Anza Academy of Technology and the Arts Magnet School Program will take are the following:

- Recruitment, participation and enrollment procedures will be designed to ensure equitable access and participation in classes and project activities by students with special needs.
- All materials with information for families distributed to students and parents will be bilingual in English and Spanish and when appropriate, multicultural.
- Translation support will be provided at all parent meetings and school conferences.
- Special arrangements will be made to accommodate working parents such as childcare and night workshop meetings.



- When hiring project personnel, the Ventura Unified School District will have a qualified non-partisan interview team to prevent discriminating against gender, race, national origin, age or disability.

In designing and planning De Anza Academy of Technology and the Arts, parents, community partners, and the school district identified two potential barriers to access to, or participation in, proposed activities. These potential barriers *and the steps that will be taken to overcome these barriers* are:

- A. Parents with limited literacy in English or Spanish may have difficulty accessing and completing the Application for Enrollment for De Anza Academy of Technology and the Arts. To address this barrier, De Anza and district staff will make home visits, in addition to evening and weekend meetings to ensure that ALL parents and students in the De Anza Community are provided access to the information regarding the magnet school program. The enrollment form is available in both Spanish and English and parents with limited or no English language proficiency may access and complete the form in Spanish. The bilingual De Anza Family Liaison will contact parents with limited or no literacy via active outreach procedures and by telephone to explain and offer the District School of Choice option. The Family Liaison will explain the magnet program and services in the parents' preferred mode of communication, respond to all questions, and will assist the parent in completing the enrollment application if needed. Per VUSD policy, all written district/school materials are sent home to

parents in both English and Spanish; this active recruitment procedure addresses the needs of parents with limited literacy.

- B. Students with special needs will participate fully in the recruitment and enrollment efforts. De Anza teachers and program staff are prepared to modify communication, vocabulary, and lesson activities as needed to make the core curriculum and all magnet program classes and activities accessible and appropriate to the student's individual cognitive, linguistic, physical, sensory, developmental or emotional needs.

**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
 Mr. Jeff Chancer

Address:

\* Street1: 255 W. Stanley Ave. Suite 100  
 Street2:  
 \* City: Ventura  
 County: Ventura  
 \* State: CA\* Zip / Postal Code: 93001 \* Country: USA

\* Phone Number (give area code) (805)641-5000  
 Fax Number (give area code) (805)653-7862

Email Address:

JEFF.CHANCER@VENTURAUSD.ORG

**2. Applicant Experience**

Novice Applicant  Yes  No  Not applicable

**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:**

**Attachment:**

Title : Resume of Interim Project Director.pdf  
 File : C:\Documents and Settings\jchancer\Desktop\MSAP\Resume of Interim Project



# **Résumé - Jeff Chancer**

*504 Toro Canyon Road*

*Santa Barbara, California 93108*

*Home (805) 969-5652 Work (805) 641-5000 Cell (805) 701-5446*

## **Education**

- 1980 Masters of Education Degree in School Administration  
Loyola Marymount University  
Los Angeles, CA
- 1971 Bachelor of Arts Degree in Physical Education  
University of California  
Santa Barbara, CA

## **California Credentials**

Administrative Service Credential (Life) Grades K-14  
Standard Secondary Teaching Credential (Life) Grades 7-14

## **Administrative Experience**

- 2003-present Assistant Superintendent  
Ventura Unified School District  
255 W. Stanley Avenue Suite 100  
Ventura, CA 93001 (805) 641-5000
- 2001-03 Assistant Superintendent  
Oxnard School District  
1051 South "A" Street  
Oxnard, CA 93030 (805) 487-3918
- 1996-01 Associate Superintendent  
Ocean View School District  
4200 Olds Road  
Oxnard, CA 93033 (805) 488-4441
- 1988-96 Principal – Oak Park High School  
Oak Park Unified School District  
5801 Conifer Street  
Oak Park, CA 91301 (818) 735-3200
- 1985-88 Principal – Isbell Middle School  
Santa Paula School District  
201 S. Steckel Dr.  
Santa Paula, CA 93060 (805) 933-8800

1982-85            Assistant Principal - Ocean View School District  
4200 Olds Road  
Oxnard, CA 93033            (805) 488-4441

1980-82            Principal – Culver City High Continuation School  
Culver City Unified School District  
4034 Irving Place  
Culver City, CA 90230    (310)

### **Teaching Experience**

1976-80            Head Teacher Culver City High Continuation School  
Culver City Unified School District  
Culver City, CA

1975-76            Ventura County Juvenile Courts School  
Ventura County Schools  
Ventura, CA

### **Professional Organizations**

- Association of California School Administrators (ACSA)
- Association for Supervision and Curriculum Development (ASCD)
- National Association of Secondary School Principals (NASSP)
- Phi Delta Kappa (PDK)

### **References**

#### **Trudy T. Arriaga, Superintendent**

Ventura Unified School District  
255 W. Stanley Avenue  
Ventura, CA 93001  
(805) 641-5000

#### **Nancy Carroll, Superintendent**

Ocean View School District  
4200 Olds Road  
Oxnard, CA 93033  
(805) 488-4441

#### **Stan Mantoath, Superintendent**

Ventura County Schools  
5189 Verdugo Way  
Camarillo, CA 93012  
(805) 383-1901

#### **Charles Weis, Superintendent**

Santa Clara County Office of Education  
1290 Ridder Park Drive  
San Jose, CA 95131  
(408) 453-6500

#### **Dennis Fox, President**

*DF Education Consulting Services, Inc*  
716 29<sup>th</sup> Street  
Manhattan Beach, CA 90266  
(310) 545-4261

# **Project Narrative**

## **Project Narrative-Project Abstract**

Attachment 1:

Title: **Abstract** Pages: **1** Uploaded File: **C:\Documents and Settings\jchancer\Desktop\MSAP\Abstract.pdf**

**Project Abstract.**

Ventura Unified School District (VUSD) created *De Anza Academy of Technology and the Arts*, a comprehensive new middle school magnet program that will reduce minority group isolation among middle school students and stimulate social, economic, and ethnic integration, through offering cutting-edge teaching and learning technology and innovative educational practices to attract and retain a diverse student population. The restructured school program was designed by parents, community partners and educators to achieve eight critical goals under the four annual performance measures required by this competition. Goal 1. Reverse declining enrollment at De Anza Middle School through voluntary desegregation to establish and maintain ethnic and economic balance among district middle schools. Goal 2. Reduce minority group isolation at the new magnet school. Goal 3. As minority group isolation is reduced, student ethnic distribution will be within 10% of District ethnic distribution by 2015. Goal 4: Increase socialization and interaction among students of different social, economic, ethnic, linguistic and racial backgrounds. Goal 5: Provide all students with the opportunity to meet challenging content and performance standards; students will meet or exceed State annual progress standards in reading/language arts and mathematics. Goal 6 is: Increase parent choice and involvement. Goal 7 addresses means to sustain the magnet program beyond the grant funded period through community and business partnerships. Goal 8 is: Increase district capacity to achieve and sustain systemic reforms. The major project design elements are Technology, Visual and Performing Arts, and World Languages. De Anza Academy magnet school will educate 800 students by 2012-13. De Anza Academy of Technology and the Arts' comprehensive magnet school project cannot be implemented optimally as designed without MSAP funds.



# Project Narrative

## Project-Narrative-Table of Contents

Attachment 1:

Title: **Table of Contents** Pages: **1** Uploaded File: **C:\Documents and Settings\jchancer\Desktop\MSAP\Table of Contents.pdf**

**Table of Contents for the Program Narrative.**

|   | Page |
|---|------|
| Project Abstract  | 1    |
| Table of Contents for the Program Narrative   | 2    |
| Program Narrative Addressing Competitive Preference Priority 1 – Need for Assistance                  | 3    |
| Program Narrative Addressing Competitive Preference Priority 4 – Expanding Capacity to Provide Choice | 14   |
| Quality of Project Services   | 19   |
| Quality of Personnel  | 51   |
| Quality of Project Design   | 67   |
| Budget and Resources  | 82   |
| Evaluation Plan   | 88   |
| Commitment and Capacity   | 95   |

# **Project Narrative**

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

### Attachment 1:

**Title: Priority 1 Need for Assistance Pages: 11 Uploaded File: C:\Documents and Settings\jchancer\Desktop\MSAP\Priority 1 Need for Assistance.pdf**

**Project Narrative - Competitive Preference Priority 1 – Need for Assistance.**

Background to the Costs vs. Resources Analysis and documentation of Difficulty of Effectively

Carrying Out the Magnet School Plan for Priority 1:

Purpose of this Application for MSAP funds. Ventura Unified School District (VUSD) is proud to offer *De Anza Academy of Technology and the Arts*, a comprehensive new middle school magnet program that will reduce, eliminate, or prevent minority group isolation among middle school students and stimulate social, economic, and ethnic integration, through offering cutting-edge teaching and learning technology and innovative educational practices to attract and retain a diverse student population. De Anza is one of four district middle schools serving students in grades six through eight and is the only identified Title I middle school. De Anza Academy of Technology and the Arts is a new magnet school that is being restructured under NCLB Program Improvement Year 5 requirements. The restructured school program was designed by parents, community partners and educators to achieve eight critical goals under the four annual performance measures proscribed by this competition.

*Performance Measure 1: Reduce, eliminate, or prevent minority group isolation*

(Outcome 1). Goal 1. Reverse declining enrollment at De Anza Middle School through voluntary desegregation to establish and maintain ethnic and economic balance among district middle schools. Goal 2. Reduce minority group isolation at the new magnet school. Goal 3. As minority group isolation is reduced, student ethnic distribution will be within 10% of District ethnic distribution as described in Tables 1-2 by 2015 to achieve racial, ethnic, economic and linguistic balance among district middle schools.

Outcome 2: De Anza Academy of Technology and the Arts school climate will foster and embrace cultural diversity to contribute to the healthy development of all students. This outcome

includes Goal 4: Increase socialization and interaction among students of different social, economic, ethnic, linguistic and racial backgrounds.

*Performance Measure B - Increase the percentage of students from major racial and ethnic groups that meet or exceed State annual progress standards in reading/language arts.*

*Performance Measure C – Increase the percentage of students from major racial and ethnic groups that meet or exceed State annual progress standards in mathematics.* Outcome 3:

Students will be prepared to live and work in a 21<sup>st</sup> Century global society. Magnet school goals under Outcome 3 are: Goal 5: Provide all students with the opportunity to meet challenging content and performance standards; students will meet or exceed State annual progress standards in reading/language arts and mathematics.

Outcome 4 states: Parents are involved in students’ educational careers and exercise their options for choice. The corresponding Goal 6 is: Increase parent choice and involvement.

*Performance Measure D - Cost Per Student of the magnet program.* Goal 7 addresses sustainability of this community investment: Sustain the magnet program beyond the grant funded period through community and business partnerships.

Outcome 5 specifies: Promote a school and district culture that embraces systemic reforms. Goal 8 is: Increase district capacity to achieve and sustain systemic reforms.

Introduction: Ventura Schools and Community. Ventura Unified School District (VUSD), located along coastal Southern California, provides comprehensive public education to students of the City of Ventura and western Ventura County. VUSD serves 17,483 students in kindergarten through grade twelve at 17 elementary schools, four middle schools, three comprehensive high schools, and three small alternative high schools. For at least two

generations, parental choice and involvement have shaped the educational programs at district schools. Through active involvement in Parent-Teacher-Organizations, School Site Council, English Learner Advisory Committees at the site and district level, Migrant Parent Advisory Committee, Superintendent's Parent Advisory Committee, Superintendent's First Friday Forum, and School Board Meetings, parents work with educators to define the philosophy and programs at elementary, middle, and high schools. Parent-driven efforts created and sustain unique magnet-type elementary schools and programs at five elementary schools. Parent choice shaped programs at Foothill Technology High School and at El Camino High School-Middle College Academy, located on Ventura College Campus. Parents support their desired educational programs through active volunteer work, fund raising, and personal donations. Ventura schools also benefit from collaborative business and community partnerships, including volunteer and mentor programs that support the health and safety of children and families. De Anza Academy of Technology and the Arts magnet school was developed, and is enthusiastically supported by parents, community stakeholders, agency partners, and other members of the Ventura Community Collaborative, District and School Advisory Groups, and the City of Ventura. (Please see the Letters of Support and Collaboration in the Attachments.)

Ventura has a rich, multicultural story. Long before the arrival of Europeans in California, the area was home to the Chumash tribe of Native Americans. Our European influence dates back to 1542, when Spanish explorer Juan Rodriguez Cabrillo landed his ship in a harbor in what would become Ventura County. In the Early California days, when California was still a part of Mexico, Ventura was predominantly a Spanish-speaking area of large land grants and ranchos that led to the development of agriculture. The building of the Southern Pacific Railway through Ventura in 1887 brought large numbers of Chinese immigrants to the

area, followed by diverse Europeans who migrated west. The first high school opened in 1890. The oil industry became an important economic factor in the Ventura County and provided jobs for many families who built and bought homes in neighborhoods in west Ventura along Ventura Avenue. Over time, the city expanded toward the east, with development of new housing tracts bringing additional families with children. Ventura School District expanded in several phases, needing to raise funds to build additional schools in the growing suburbs. Many citrus fields were converted into housing tracks in the 1950's and 60's, and more affluent families were attracted to the developments on the hillside in east Ventura. West Ventura continued to provide housing for recent immigrants and families with strong ties to their original communities. Today, Ventura is economically segregated in many geographic areas with some distinct neighborhoods that have greater economic and social needs. One such area is the western portion of the city where De Anza Academy of Technology and the Arts is located. Segregation in Ventura is primarily economic, but also ethnic. With 89.8% of De Anza students identified as Hispanic, many De Anza families are primarily the "working poor," living at or near poverty and working in low-wage service jobs, seasonal agriculture, and multiple jobs, often without health or other benefits. Many parents work long hours, leaving children as young as age 8 unsupervised and caring for younger siblings before and after school. Parents who work long hours have less time to assist their children with homework. Many parents have limited formal education in English; 54% of De Anza parents have not graduated from high school. An additional 27% have only a high school diploma. Fourteen percent have some college, and only 6% have completed college. (Retrieved 4/26/2010 <http://data1.cde.ca.gov/dataquest> ). However, the vast majority of these families are strongly motivated to succeed and to raise highly educated, productive children as evidenced by over 100 families participating in the nine-week Parent Institute for Quality

Education (PIQE) series that was recently held at De Anza Middle School. PIQE is a parent education program designed to familiarize parents with the educational system and ways to prepare their children for a future that includes college/university.

The future looks bright for students who will attend De Anza Academy of Technology and the Arts. Timing of the creation of this magnet school in Ventura could not be better. The City Council of Ventura recently proclaimed Ventura a cultural and arts magnet to attract business and tourism. The City Council and Chamber of Commerce invested to revitalize the downtown core and southern segment of Ventura Avenue and established the “Cultural Arts District” with restaurants, theaters, art galleries, shops, and small businesses (see: <http://www.cityofventura.net/>). To provide working artists a place to live and exhibit their arts, the City transformed the abandoned Bell mattress factory into the Bell Arts Community Center, and designed and built a state-of-the-art studio-residence complex called the “WAV” (Working Artists Ventura). The WAV provides affordable housing, studio/gallery and performing arts space to over 100 local artists. The Cultural Arts District is also home to Rubicon Theatre Company, developed to present professional theatrical productions, festivals, special events, and education programs for the enrichment of the area’s residents and visitors. Rubicon Theatre is nationally acclaimed, and offers a summer theatre camp that attracts talented young people from around the nation. Rubicon also provides young artists with opportunities to act in professional productions throughout the year. Ventura also has the Ventura Music Festival, which stages a 10-day festival each spring that includes a Rising Stars concert. The Music Festival also holds an annual student jazz competition for local students. Winners have performed on stage with Poncho Sanchez, Pete Escovedo and Sheila E! and other nationally known musicians.



De Anza Academy of Technology and the Arts is designed to offer world-class teaching and learning opportunities to students living in an impacted neighborhood, and to attract additional students from throughout Ventura to become part of the De Anza Academy learning community. De Anza is located in the perfect place for students to actively participate in the vibrant Ventura arts community that has been evolving rapidly over the past decade. Within walking distance of the school, students have access to the Bell Arts Community Center, WAV, and the Ventura County Museum of History and Art. Each of these facilities offers opportunities for students to interact with artists, develop their own skills, and appreciate the rich culture of our city. One of the nationally known Bell Arts muralists, M.B. Hanrahan is already a part of the De Anza community. She created a beautiful mural on campus that was designed by students and painted with the help of student volunteers. Not far from campus, Ventura County Museum of History and Art is committed to working together with De Anza Academy of Technology and the Arts to ensure that students have full access to the many opportunities available at the newly designed museum opening on Main Street in July 2010. These are exciting times for the De Anza community.

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

The restructuring effort that created De Anza Academy of Technology and the Arts has spanned more than two years and involved over 100 parents, students, educators, and community members. Creating this magnet school is an ambitious effort, but is a benefit of NCLB restructuring requirements. The district has committed significant categorical and other resources to the magnet restructuring, however VUSD does not have the funding from any source to implement the magnet school as designed. Costs of the project are substantially greater than the

resources. The academic, social, and personal futures of De Anza students are at stake. We must succeed in our restructuring efforts.

Cost to fully implement De Anza Academy of Technology and the Arts magnet school vs. resources. Extent to which the costs exceed resources. As described in the Budget and Budget Justification Narrative, the cost to fully implement De Anza Academy of Technology and the Arts magnet school as designed is approximately \$850,000 per year for the first three years. These costs represent investments in school infrastructure, including staff training, new programs, and computers and equipment. We are confident that we can sustain this magnet school once the initial infrastructure is in place.

Table A.      **Magnet Program Costs vs. Resources – Gap Analysis**

| <b>Project Year</b> | <b>a) Magnet Program Costs - Projected</b><br>Costs to establish De Anza as a magnet school | <b>b) Resources Available - District and school categorical and discretionary resources</b>  | <b>c) Costs exceed Resources (Gap)</b> |
|---------------------|---|--|--|
| Year 1              | \$ 850,000  | a) \$ 250,000 in <i>one-time</i> district Title I Year 3 Program Improvement funds. These monies were generated by 5 PI schools, but will go exclusively to De Anza to fund magnet program start costs.<br>b) \$ Total categorical funds for De Anza \$235,000 | <b>\$365,000</b>                       |
| Year 2              | \$ 850,000  | \$ Total categorical funds, estimated.   | <b>\$615,000</b>                       |

|        |            |   |                  |
|--------|------------|---|------------------|
|        |            | \$235,000   |                  |
| Year 3 | \$ 850,000 | \$ Total categorical funds, estimated.<br>\$235,000 | <b>\$615,000</b> |

Difficulty of effectively carrying out the project without MSAP funds.

The following personnel, activities, programs, equipment and supplies are essential to restructuring De Anza as a magnet school that will achieve the stated Outcomes and Goals. The items listed below would be eliminated from the magnet school budget, program design, and services if MSAP funds were not awarded. (Please see Quality of Project Services and Quality of Project Design for an explanation of these personnel, programs, and supplies.)

**Table B. Magnet Program Requirements – Unfunded by District Resources**

|        | Category                        | Items  |
|--------|---------------------------------|--|
| Year 1 | <u>Equipment/Supplies</u>       | Student laptop computers and cases, DYKnow Monitor and DYKnow Vision, Software for laptop computers                    |
|        | <u>Professional Development</u> | A World of Difference<br>Teacher release time for magnet school planning<br>Conferences                                |
|        | <u>Personnel</u>                | Project Coordinator, Learning Director, Language Teacher Specialist, AVID Coordinator, Before and After School Teacher |

|        |  |   |
|--------|--|---|
|        | <p><u>Conferences and Travel</u></p> <p><u>Promotion and Marketing</u></p> <p><u>Consultants</u></p> | <p>Computer Using Educators (CUE), International Society of Technology Educators (ISTE), California Association for Gifted, Association for Supervision Curriculum and Development, California Association for Bilingual Education, California League of Middle Schools</p> <p>Postcard, website development, T-shirts for students, banners, printing costs, labor (ongoing)</p> <p>On-site trainer for VisibleThinking curriculum, A World of Difference, Project evaluator</p> |
| Year 2 | <p><u>Equipment</u></p> <p><u>Personnel</u></p> <p><u>Other</u></p>                                  | <p>iMac lab for design, graphic, visual and performing arts; student laptop computers</p> <p>Arts-Technology Teaching Specialist</p> <p>Personnel, conferences, professional development, equipment and consultants as listed for Year 1</p>  |
| Year 3 | <p><u>All</u></p>  | <p>Personnel, conferences, professional development, equipment and consultants as listed for Year 1 and Year 2</p>  |

Without additional funding to supplement District resources, the magnet school project will not be implemented as designed. If district and local monies were the only funding sources

available, it is unlikely that De Anza Academy of Technology and the Arts “bare bones” program would attract a diverse student population in sufficient numbers to keep the magnet program open beyond the first two years.

**Project Narrative – Competitive Preference Priority 2 - New Magnet School Project**

“If we build it, they will come!” De Anza Academy of Technology and the Arts will be a new magnet school. (See Table 13.) The community and staff researched magnet school themes and selected “Technology and the Arts”. Use of progressive one-to-one computing technology will begin in Year 1 and will be sustained beyond the grant period through increased school level funds and investment in the education community by local businesses and partners. Using technology for visual, graphic, digital and performing arts will be planned during Year 2 and implemented in Year 3 of the grant cycle.

**Project Narrative – Competitive Preference Priority 3 - Selection of Students**

Ventura Unified School District’s voluntary desegregation plan specifies that students will be selected for attendance at De Anza Academy of Technology and the Arts based on the following:

1. School boundary: Students who reside within the attendance boundary defined for De Anza Middle School will attend De Anza Academy of Technology and the Arts without application.

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

2. District School of Choice lottery: The District will advise parents of all current statutory attendance options and local attendance options available in the District. This notification will include a description of all options, and a description of the procedure for application for alternative attendance areas. Applications for enrollment at the magnet sites will be made

available to all VUSD middle school students entering grades 6 through 8 annually. No academic criteria, entrance examination, or performance auditions will be used to select students for the magnet school. 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 enroll a diverse student population for the magnet schools.

Race-Neutral Selection Factors:

- School boundary
- District school of choice lottery
- Voluntary intradistrict transfer procedures (space available)
- Voluntary interdistrict transfer procedures (space available)

Monitoring: The District will annually monitor and assess the effectiveness of its efforts to balance diversity at all middle school sites, and its efforts to avoid minority group isolation through the District's Zangle Student Information System. This will include an analysis of:

- The percentage of minority/non-minority students at each school
- The percentage of economically disadvantaged students at each school
- The percentage of English Learners at each school
- The number of new applications to the magnet school each year
- The effectiveness of the District's choice programs
- The effectiveness of the District's magnet schools

VUSD will continue to collect and maintain De Anza Academy of Technology and the Arts enrollment and demographic data necessary for such analysis and will take any necessary corrective action through race-neutral outreach and recruitment.

# Project Narrative

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

### Attachment 1:

Title: **Priority 4- Expand Capacity for Choice.** Pages: **5** Uploaded File: **C:\Documents and Settings\jchancer\Desktop\MSAP\Priority 4- Expand Capacity for Choice.pdf**

**Project Narrative – Competitive Preference Priority 4- Expanding Capacity to Provide Choice.**

1. Help parents whose children attend low performing schools – schools that have been identified for program improvement, corrective action, or restructuring under Title I of ESEA.

1A) Through voluntary desegregation and active outreach, Ventura Unified School District has selected a middle school identified for restructuring under Title I, Program Improvement Year 5.2, De Anza Academy of Technology and the Arts.

1B) We are maximizing the opportunity for English Learners from middle schools with lower performance for English Learners (Anacapa and Balboa Middle School) to attend a magnet school with higher achievement results for English Learners as measured by the California Standards Test, English/Language Arts test. De Anza Academy of Technology and the Arts has relatively strong English Language Development achievement for its students.

2. Effectively inform parents whose children attend low performing schools about choices that are available to them in the magnet school funded under this project.

Over the past six months, presentations on the magnet school restructuring plan and School of Choice opportunities were made to community groups, discussed with parents in English Language Advisory Committee, District English Language Advisory Committee, PTA, School Site Committee, and the Superintendent’s Parent Advisory Council. De Anza principal met with parents at School Site Councils for the other three middle (sender) schools as well as the five feeder elementary schools in January-February 2010. In addition, De Anza Principal, a School Board member, and volunteer staff “walked the neighborhood” door to door on a Saturday to inform parents in English and Spanish who could not participate in other informational meetings.



The Principal also made several radio Public Service Announcements in English and Spanish. A postcard in English and Spanish went out to the family of every 5<sup>th</sup> grader in the district. School of Choice options, information and applications are posted on the district and De Anza school web site. Since January, the Principal has conducted weekly tours of De Anza Academy of Technology and the Arts.

De Anza conducted active outreach to Anacapa and Balboa Middle School parents and students, held an Open House in February 2010 at De Anza, and discussed the purposes and plans of restructuring at the Parent Institute for Quality Education that was attended by over 100 Spanish-speaking parents. The Superintendent used Connect Ed, an automated phone dialing system to send messages to all 5<sup>th</sup> grade families in English and Spanish. Televised School Board meetings also informed parents of School of Choice opportunities.

Background to the efforts to effectively inform parents whose children attend low performing schools about choices that are available to them in the magnet school funded under this project. De Anza Academy of Technology and the Arts school-community Needs Assessment identified four immediate needs that provide justification for Competitive Priority 1 - 4 under this application. Needs 1, 2, and 3 were described under Competitive Preference Priority 1 – Need for Assistance. Need 4 is described here.

*Need 4: Increase parental choice and involvement in students' academic preparation.*

VUSD has a long history of honoring parent choice and voice. Opening our first magnet middle school with an emphasis on technology and the arts is expected to greatly increase parent and student choice district-wide. The District has seen this happen over the past ten years with an unprecedented community response to our technology magnet high school. More than 300 students were turned away this spring after the choice lottery was completed. This high school

has been ranked in the Top 20 High Schools in the State of California for the past six years. Staff from the magnet high school has assisted in planning the De Anza magnet to replicate many of its successful elements at the middle school level. Parents, community members and partners who have worked hard planning De Anza Academy of Technology and the Arts magnet school believe that the community, school, and district are better served by strengthening De Anza and keeping it open as the District's first school-wide middle school magnet program. Parents and students living in the poorest section of our community, that surrounding De Anza, have the fewest resources. In the spirit of equity and educational excellence, De Anza Academy of Technology and the Arts was developed, established, and will be sustained. It is hoped that De Anza Academy of Technology and the Arts will become a model magnet middle school for Ventura County and the State of California.

Ventura Unified will use this magnet school to expand capacity to provide parents with school choice. The District School of Choice option, as defined in the voluntary desegregation plan, provides parents the opportunity to send their middle school child to this technology and arts magnet school. **VUSD will provide transportation to all intradistrict transfer students who enroll at De Anza.** School buses will pick students up at their home school and transport them to De Anza Academy of Technology and the Arts. **Funding for transportation will be from District general funds only!!**

By January of each school year, VUSD will advise parents of all current statutory attendance options and local attendance options available in the District. This notification, which is provided in both English and Spanish, will include a description of all enrollment options, and a description of the procedure for application for alternative attendance areas. Publicity and communications about parental choice and school options will be ongoing and will be

communicated to parents in their home language. School and community meetings, presentations in English and Spanish, presentations to students at feeder elementary schools, posters, notices, a brochure, direct mail in English and Spanish, public service announcements, magnet school tours, and door-to-door home visits have been used and will continue in order to inform parents about the magnet school and recruit students for De Anza Academy of Technology and the Arts.

Applications for enrollment to the magnet site will be made available to all VUSD middle school students entering grades 6 through 8 annually. No academic criteria, entrance examination, or performance auditions will be used to select students for the magnet school. 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 enroll a diverse student population for the magnet schools. Once enrollment at De Anza Academy of Technology and the Arts reaches 800, students will be selected from the District School of Choice pool by lottery.

Ventura Unified School District developed a voluntary desegregation plan in order to reduce minority group isolation among middle school students, to stimulate social, economic, and ethnic integration, to increase student academic performance at De Anza Academy of Technology and the Arts, to create and sustain systemic change, and to increase parent choice and involvement.

#### Goals of Voluntary Desegregation for De Anza Academy of Technology and the Arts.

Ventura Unified School District recognizes that diversity is a valuable resource for teaching students to live and thrive within a global community. Voluntary desegregation is both necessary and desirable to achieve the vision and mission of VUSD. Our vision is: “All students will receive an exemplary and balanced education fostering a lifelong passion for learning and

engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.” Voluntary desegregation will:

- Prevent, reduce, or eliminate social, racial, ethnic or economic isolation
- Remedy the separation of minority youth in one or more schools within the district
- Foster student integration and diversity
- Ensure equal educational opportunity and access for all students
- Develop a specialized, rigorous curriculum
- Provide instruction and experiences that foster understanding and that integrate students of different backgrounds together
- Achieve systemic reforms
- Reverse a trend of declining enrollment
- Provide all students the opportunity to meet challenging State and District content and performance standards
- Provide opportunity to design and develop innovative education methods and practices that promote diversity and increase choices in public school programs
- Foster greater parental decision-making and involvement in students’ academic lives

# Project Narrative

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

Attachment 1:

**Title: Quality of Services Pages: 32 Uploaded File: C:\Documents and Settings\jchancer\Desktop\MSAP\Quality of Services.pdf**

## Quality of Project Services

There is a clear and compelling need for this magnet school restructuring project. The community and District Needs Assessment identified four immediate actions required at De Anza Academy of Technology and the Arts to remedy school and system-level needs: 1) Reverse declining enrollment; 2) Eliminate minority group isolation; 3) Increase student achievement, particularly for minority students and English Learners (EL); and 4) Increase minority parental choice and involvement.

Specific student and family factors that impact academic achievement and drive this school restructuring plan were identified: 1) academic achievement levels as measured by the California Standards Test indicate that too few students in each statistically significant subgroup meet proficiency standards, despite curriculum adjustments and teacher professional development. 2) Too many English Learners reach middle school in 6<sup>th</sup> grade but are not yet proficient in English. 3) In the area of technology for 21<sup>st</sup> Century learning, many De Anza students lack regular access to computer equipment and technology as well as Internet access. 4) In the area of visual and performing arts, course offerings are limited and teachers lack training for teaching arts. Parents are requesting additional arts and music opportunities for their children. 5) Family education levels are low; parents lack formal education and resources to help with homework and school projects. 6) Economic disadvantages limit students' experiences, academic knowledge, and access to educational resources. 7) Minority (Latino) students are isolated at De Anza Middle School by neighborhood and School of Choice factors. 8) Many students "hang around" school in the early morning hours because their parents leave for work early; however due to budget constraints, the school does not offer a before school program to help with homework and provide a safe, nurturing environment for them. These system and student needs

are documented below. Solutions were developed that form the foundation for program services that will be implemented with MSAP funds. De Anza Academy of Technology and the Arts magnet school program will restructure a Program Improvement Middle School through a voluntary middle school integration plan and a focus on technology and the arts designed to reduce minority group isolation and increase the academic achievement of all student groups.

*Need 1: Reverse Declining Enrollment.* With a current enrollment of only 430 general education students (the other three middle schools serve more than 1,000 students each), De Anza Academy is barely fiscally viable. VUSD simply cannot continue to maintain the campus, provide adequate staffing, and offer complete programs with fewer than 500 students. The target enrollment for the restructured magnet school is 800 students by the 2012-13 school year. The school district and community are strongly committed to keeping De Anza open, and with over two years in the planning process, VUSD is already moving forward with the magnet school implementation. However, without a significant infusion of new federal funds, the District does not have sufficient revenue to execute the optimal magnet school as designed by parents, community members and educators. De Anza Academy of Technology and the Arts is located in a geographic area that is largely Hispanic/Latino and low-income.” Since 2003-04, student enrollment at De Anza has declined steadily. In one year, 100 families chose to move their students out of De Anza. Two powerful factors contributed to the decline in enrollment: one is geographic and the other is a consequence of the No Child Left Behind sanctions as a Program Improvement School. De Anza is designated as the school of attendance for students who attend Sunset Elementary School, located seven miles from De Anza and reached by a narrow, winding road. A neighboring district has effectively recruited many Sunset Elementary students to attend their middle school once the students reach sixth grade, thereby avoiding the long bus ride down

the hill to De Anza. With regard to NCLB, once De Anza was identified as a Program Improvement School, the District was required to send annual notices to ongoing and incoming families informing them of their right to choose another district middle school for their children. Consequently, in the 2005-06 school year, a drastic decrease in De Anza enrollment coincided with the program improvement notifications.

Table A. De Anza Enrollment – All Students

| Year       | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | <b>2009-10</b> |
|------------|---------|---------|---------|---------|---------|---------|----------------|
| Enrollment | 795     | 715     | 614     | 539     | 538     | 525     | <b>430</b>     |

California's K-12 public education budget is far below the national average. State funding for magnet schools is not available. Regrettably, California is ranked 44<sup>th</sup> of the 50 states in per pupil education expenditures (*SSC Fiscal Report*, Vol. 30 No. 8, retrieved 4/23/2010 <http://www.scribd.com/doc/12074026/SSC-Fiscal-Report-Budget-Reports>). With state funding for public schools in California based upon Average Daily Attendance, VUSD cannot continue to operate De Anza as a middle school unless enrollment increases.

*Solutions:* Restructure De Anza to increase enrollment through creation of a technology and arts magnet, De Anza Academy of Technology and the Arts. The new name, focus areas and integration plan for the new magnet school were adopted by the VUSD Board of Education in April 2010, with approval to open in August 2010. The magnet program will reduce minority group isolation and promote desegregation by attracting and retaining middle school students from all Ventura middle schools. Existing district resources will be used to provide daily transportation to the new magnet school from the other three middle schools. Additionally, VUSD has taken steps to attract, recruit, and retain those students who reside in west Ventura



and whose home school is De Anza, but who have been attending Carpinteria District on interdistrict transfers.

*Need 2: Eliminate Minority Group Isolation.* Parents have requested transfers out of De Anza over the past seven years for a variety of reasons that may be summarized as exercising their option for parental choice. The most devastating result of this flight from “The Avenue” was a decrease in the total school enrollment at De Anza. As enrollment declined, the remaining students were almost entirely Hispanic/Latino and low-income, increasing minority group isolation in this section of the community.

Table B. De Anza Student Ethnicity by Percent of Enrollment

|                 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|
| Hispanic/Latino | 70.2%   | 75.1%   | 78.5%   | 80.5%   | 81.6%   | 85.9%   | 89.8%   |
| White           | 22.9%   | 19.6%   | 16.1%   | 13.5%   | 11.3%   | 8.6%    | 6.8%    |

Minority group isolation at De Anza is a significant concern, and is evident by comparing De Anza’s ethnic distribution with that of the other three middle schools:

Table C. 2009-10 Middle School Ethnicity by Percent of Enrollment

|                 | Anacapa | Balboa | Cabrillo | <b>De Anza</b> |
|-----------------|---------|--------|----------|----------------|
| Hispanic/Latino | 42.9%   | 36.4%  | 27.4%    | <b>89.8%</b>   |
| White           | 42.7%   | 50.9%  | 59.7%    | <b>6.8%</b>    |

*Student Need: Economic disadvantages limit students’ experiences and knowledge.* Not only is the population of De Anza ethnically isolated; the majority of the population is also economically disadvantaged compared with the other three middle schools. At De Anza, more

than three out of four students qualify for free or reduced price lunch. In 2009, every student at De Anza was designated “economically disadvantaged” per Provision 2 of the National School Lunch and Breakfast Program.

**Table D.** Percent of Students Who Receive Free or Reduced-Price Lunch or are Designated Economically Disadvantaged in 2009-2010

|                           | Anacapa | Balboa | Cabrillo | <b>De Anza</b> |
|---------------------------|---------|--------|----------|----------------|
| Free/Reduced School Lunch | 44.1%   | 31.6%  | 31.2%    | <b>78.1%</b>   |
| Economic Disadvantage     | 46.4%   | 33.3%  | 32.7%    | <b>100%</b>    |

*Student Need: Too many English Learners reach middle school 6<sup>th</sup> grade but are not proficient in English Language Development.* Another reality that exists at De Anza is the large number of Spanish-speaking students classified as English Learners (EL). Even with bilingual and structured English immersion programs at the feeder elementary schools, many students continue to need specialized instruction as English Learners in middle school.

**Table E.** Percent of Students who are English Learners

|                  | Anacapa | Balboa | Cabrillo | <b>De Anza</b> |
|------------------|---------|--------|----------|----------------|
| English Learners | 9.9%    | 7.0%   | 6.5%     | <b>37.8%</b>   |

*Solutions:* Promote desegregation to reduce minority group isolation. Create a technology and arts magnet at De Anza that will attract and retain middle school students from all Ventura communities and incorporate school-wide instructional strategies to improve academic

performance for English Learners and other under-performing students. Initially, parents and students who seek enrollment at the magnet school are expected to include additional white, Asian and African-American students. New students are anticipated to increase the numbers of proficient English speakers and students from more affluent economic backgrounds. Attracting a more diverse ethnic, economic, and linguistic group of students and parents will significantly reduce minority group isolation at De Anza. Over the three-year grant period, VUSD will actively work to draw a range of students from the broad Ventura community, such that the ethnic and economic balance at De Anza Academy of Technology and the Arts magnet will mirror the ethnic, linguistic and economic distribution of Ventura Unified School District as a whole. Interaction among socially, racially, ethnically, economically and linguistically diverse students will be promoted and sustained through balanced class assignment, use of innovative technology, infusion of the arts, emphasis on college/career readiness, and cooperative project-based learning.

*Need 3: Increase Academic Performance.* As the total enrollment declined at De Anza, the ratio of economically disadvantaged and minority students increased, compared with other groups. Student achievement, measured by California Standardized Testing and Reporting (STAR) results and Adequate Yearly Progress (AYP) for specific subgroups, did not meet the requirements of No Child Left Behind, and De Anza entered Program Improvement status in 2005-06. Parents of primarily non-minority students transferred their students out of De Anza under the option for parental school choice each year. This is a trend we seek to reverse through the current MSAP application.

Table F. Numerically Significant Groups that Met AYP in English/Language Arts and Mathematics

|                               | 2007<br>E/LA | 2007 Math | 2008<br>E/LA | 2008 Math | 2009<br>E/LA | 2009<br>Math |
|-------------------------------|--------------|-----------|--------------|-----------|--------------|--------------|
| Hispanic/Latino               | Yes          | Yes       | Yes          | No        | No           | Yes          |
| White                         | N/A*         | N/A*      | N/A*         | N/A*      | N/A*         | N/A*         |
| Economically<br>Disadvantaged | Yes          | Yes       | Yes          | No        | No           | Yes          |
| English Learners              | No           | Yes       | Yes          | No        | No           | Yes          |
| Students with<br>Disabilities | No           | Yes       | No           | No        | Yes          | Yes          |

\* Not Applicable. The number of white students declined so much that this group is no longer numerically significant at De Anza.

Despite economic and linguistic challenges, student achievement at De Anza is rising steadily. Since 2006-07, De Anza has met Academic Performance Index (API) criteria. The API grew by 31 points last year alone.

Table G. API Results for De Anza

|      | Base API | Growth API | Actual Growth | Met API Criteria |
|------|----------|------------|---------------|------------------|
| 2007 | 689      | 701        | 12            | Yes              |
| 2008 | 701      | 698        | -3            | Yes              |
| 2009 | 688      | 719        | 31            | Yes              |

For the past three years, the percentage of De Anza students from most identified subgroups that meet or exceed State annual progress standards in English Language Arts has increased overall. De Anza staff is redoubling its efforts to further raise the number of students who are proficient in both ELA and mathematics. New California-standards-based mathematics textbooks were adopted and put in use at all district middle schools for 2009-2010 as an essential foundation for increasing the number of students who are proficient by State standards in math. As the data in Table H illustrate, De Anza mirrored the district trend in mathematics as scores dropped for all groups between 2007 and 2008. We identified two factors that may contribute to low math achievement: the math curriculum, which was addressed with a new textbook adoption, and teacher specialization. Like many schools, there is a need to recruit teachers with deep mathematical knowledge for this important content area.

Table H. Percent of Students Who Met or Exceeded State Annual Progress Standards in English/Language Arts and Mathematics Over Three Years

|                               | 2007<br>E/LA | 2007 Math | 2008<br>E/LA | 2008 Math | 2009<br>E/LA | 2009<br>Math |
|-------------------------------|--------------|-----------|--------------|-----------|--------------|--------------|
| Hispanic/Latino               | 27.4%        | 40.7%     | 35.1%        | 28.5%     | 36.1%        | 37.6%        |
| White                         | 45.2%        | 56.5%     | 61.0%        | 41.5%     | 47.2%        | 44.4%        |
| Economically<br>Disadvantaged | 30.9%        | 43.0%     | 37.9%        | 29.6%     | 37.3%        | 37.8%        |
| English Learners              | 21.5%        | 40.7%     | 27.7%        | 25.4%     | 28.4%        | 34.0%        |
| Students with<br>Disabilities | 18.1%        | 14.5%     | 20.7%        | 11.5%     | 28.1%        | 27.0%        |

Students at De Anza are not prepared to take Algebra in 8<sup>th</sup> grade. Only 50% of 8<sup>th</sup> graders in 2009-2010 are enrolled in Algebra.

*Solutions:* Infuse technology, the arts, and academic language into all subject matter across the curriculum, and expand professional development and research-based curricula and programs to increase the number of students who score proficient in English/language arts and mathematics. As a new magnet school created to open in 2010-11, De Anza Academy of Technology and the Arts will implement evidence-based, high quality strategies, programs, activities and curricula that are directly related to improving academic achievement, based upon the state's challenging academic content standards. The new emphasis on technology and digital learning will cross all curricular areas and directly relate to improving students' reading skills and knowledge of mathematics, science, history, geography, English, world languages, and the visual and performing arts. De Anza Academy of Technology and the Arts teachers are highly qualified, as defined by NCLB, to carry out the challenging educational program that is expected to substantially improve student achievement. As a magnet school, staff professional development requirements will increase to meet focus areas of the school to attain a high level of academic achievement. In order to project closing the achievement gap in terms of NCLB Annual Measurable Objectives (AMO), we looked three years into the future. The AMO for English Language Arts in 2012-2013 is 89.2%; for math it is 89.5%. We anticipate narrowing the gap by the percentages shown below.

Table J. Proposed Gap Reduction Based on AYP for English/Language Arts

|   | Overall     | Hispanic    | Economic Disadvantage | English Learners | Students with Disabilities |
|---|-------------|-------------|-----------------------|------------------|----------------------------|
| <b>NCLB Middle School Targets for 2012-2013 English/Language Arts</b> | <b>89.2</b> | <b>89.2</b> | <b>89.2</b>           | <b>89.2</b>      | <b>89.2</b>                |
| Percentage of students proficient in English/Language Arts 2008-2009  | 37.3        | 36.1        | 37.3                  | 28.4             | 28.1                       |
| Current gap   | 41.1        | 42.3        | 41.1                  | 50               | 50.3                       |
| <b>Gap Reduction Year 1 (2010-2011)</b>                               | 39          | 40          | 39                    | 48               | 47.9                       |
| <b>Gap Reduction Year 2 (2011-2012)</b>                               | 36          | 37.5        | 36                    | 46               | 46                         |
| <b>Gap Reduction Year 3 (2012-2013)</b>                               | 34          | 35.5        | 34                    | 44               | 44                         |

Table K. Proposed Gap Reduction Based on AYP for Mathematics

|  | Overall     | Hispanic    | Economic Disadvantage | English Learners | Students with Disabilities |
|--|-------------|-------------|-----------------------|------------------|----------------------------|
| <b>NCLB Middle School Targets for 2012-2013 in Mathematics</b> | <b>89.5</b> | <b>89.5</b> | <b>89.5</b>           | <b>89.5</b>      | <b>89.5</b>                |

|  |      |      |      |      |      |
|--|------|------|------|------|------|
| Percentage of students proficient or Mathematics 2008-09 | 37.8 | 37.6 | 37.8 | 34.0 | 27.0 |
| Current gap  | 41.2 | 41.4 | 41.2 | 45   | 52   |
| <b>Gap Reduction Year 1 (2010-2011)</b>                  | 39   | 39   | 39   | 42.5 | 49.5 |
| <b>Gap Reduction Year 2 (2011-2012)</b>                  | 36.5 | 37   | 36.5 | 40   | 47   |
| <b>Gap Reduction Year 3 (2012-2013)</b>                  | 34   | 34.5 | 34   | 38   | 45   |

In order to project closing the achievement gap in terms of California’s Accountability System, we used the California API target of 800. We anticipate narrowing the gap in API by the numbers shown below.

Table L. Gap Reduction for De Anza Academy Based on API

|                                       | Overall    | Hispanic   | Low SES    | English Learners |
|---------------------------------------|------------|------------|------------|------------------|
| <b>CA Target API</b>                  | <b>800</b> | <b>800</b> | <b>800</b> | <b>800</b>       |
| De Anza 2009 API                      | 719        | 717        | 719        | 692              |
| Current gap                           | 81         | 83         | 81         | 108              |
| <b>Gap Reduction Year 1 (2010-11)</b> | 73         | 75         | 73         | 98               |
| <b>Gap Reduction Year 2 (2011-12)</b> | 62         | 63         | 62         | 88               |
| <b>Gap Reduction Year 3 (2012-13)</b> | 51         | 52         | 51         | 78               |



*Need 4: Increase minority parental choice and involvement.* The Narrative for Competitive Priority 1 described the geographic, ethnic, and economic isolation of families living around De Anza Academy and the compelling need for funding under MSAP. Limited past and present opportunities for parent education were also described, with 54% of De Anza parents having less than a high school diploma. Competitive Priority 4 described VUSD’s long history of honoring parent choice and voice. Opening our first magnet middle school at De Anza with an emphasis on technology and the arts is expected to greatly increase parent and student choice district-wide. The needs of students with the fewest resources living in the poorest section of our community, the area surrounding De Anza, will be met through the services described below. In the spirit of equity and educational excellence, De Anza Academy of Technology and the Arts was developed, established, and will be sustained.

Parents, community and staff were highly involved in the identification of needs and the development of solutions and planning to build the magnet program. Through the MSAP process, the planning committees established program goals and identified strategies and services to accomplish them over a three-year grant period.

Table M Services and Strategies Designed to Meet Identified Needs

|                   |   |
|-------------------|---|
| Purposes of MSAP: |   |
| I.                | Reduce minority group isolation.  |
| II.               | Increase socialization and interaction among students of different social, economic, ethnic, linguistic and racial backgrounds. |
| III.              | Increase achievement for all students in English Language Arts and Math   |
| IV.               | Promote a school and district culture that embraces systemic reforms  |
| V.                | Increase parental choice and involvement.   |

|   |   |
|---|---|
| <i>Performance Measure A: Reduce, eliminate, or prevent minority group isolation.</i> |   |
| Outcome 1   | Reduce minority group isolation.  |
| Goals 1-3   | 1. Reverse declining enrollment at De Anza.   |
|   | 2. Reduce minority group isolation through restructuring at De Anza.  |
|   | 3. As minority group isolation is reduced, student ethnic distribution will be within 10% of District ethnic distribution as described in Tables 1-2 by 2015. |
| Strategies/Services to support Goals 1-3  | Create a new magnet school: De Anza Academy of Technology and the Arts.   |
|   | Implement Voluntary Desegregation plan to attract a more diverse student population to De Anza.   |
|   | Advancement Via Individual Determination school-wide  |
|   | Project-based learning  |
|   | Arts integration  |
|   | One-to-one Computing  |
|   | Extended learning time  |
|   | Community service learning  |
|   | Multi-lingual opportunities   |
| MSAP Purpose  | Increase socialization and interaction among students of different social, economic, ethnic, linguistic and racial backgrounds.                               |
| Outcome 2   | De Anza school climate fosters and embraces cultural diversity  |

|                                       |  |
|---------------------------------------|--|
|                                       | to contribute to the healthy development of all students.  |
| Goal 4                                | Increase socialization and interaction among students of different social, economic, ethnic, linguistic and racial backgrounds.  |
| Services to support Goal 4            | Project-based learning   |
|                                       | Community service learning   |
|                                       | WEB – Where Everyone Belongs   |
|                                       | A World of Difference staff training offered through the Anti-Defamation League  |
| MSAP Purpose                          | Increase achievement for all students in English Language Arts and Mathematics   |
| Outcome 3                             | Students are prepared to live and work in a 21 <sup>st</sup> Century global society  |
| Goal 5                                | Provide all students with the opportunity to meet challenging content and performance standards.   |
| Strategies/Services to support Goal 5 | Offer <i>specialized magnet curricula</i> in:<br>Technology for Teaching and Learning<br>Visual and Performing Arts<br>Career, Technical and Professional Development<br>World Languages |
|                                       | Advancement Via Individual Determination   |
|                                       | Extended learning time   |
|                                       | One-to-one Computing   |

|   |   |
|---|---|
|   | Project-based learning  |
|   | Community service learning  |
|   | Arts integration  |
|   | Multi-lingual opportunities   |
|   | Modified Advisory Program   |
|   | Student-Centered Learning through Technology  |
|   | Summer Academy for Student-Centered Learning  |
| <i>Performance Measure B - Increase the percentage of students from major racial and ethnic groups meet or exceed State annual progress standards in reading/language arts.</i> |   |
| Additional Strategies/Services to Achieve Measure B   | Word Generation Program – Harvard University  |
|   | One-to-one Computing  |
| <i>Performance Measure C –Increase the percentage of students from major racial and ethnic groups that meet or exceed State annual progress standards in mathematics.</i>       |   |
| Additional Strategies/Services to Achieve Measure C   | Continue to support teacher implementation of new standards-based math curriculum with attention to increasing the number of students in 8 <sup>th</sup> grade Algebra. |
|   | Expand parent education opportunities regarding middle school math expectations and key concepts  |
|   | Recruit teachers with strong math expertise as new positions become available.  |
| Outcome 4   | Parents are involved in students’ educational careers and exercise their options for choice.  |

|  |  |
|--|--|
| MSAP Purpose and Goal 6  | Increase parental choice and involvement.  |
| Strategies/Services to Support<br>Goal 6                               | Parents become partners in developing career, vocational, and professional awareness for students  |
| <i>Performance Measure D - Cost Per Student of the magnet program.</i> |  |
| Goal 7   | Sustain the magnet program beyond the grant funded period through community and business partnerships.   |
| Strategies/Services to Support<br>Goal 7                               | Expand current business, community, and higher education partnerships.   |
|  | Develop additional business and community partnerships that offer funding and human resources.   |
|  | Monitor cost-effectiveness of the magnet program through cost-benefit analyses.  |
| MSAP Purpose and Outcome 5   | Promote a school and district culture that embraces systemic reforms.  |
| Goal 8   | Increase district capacity to achieve and sustain systemic reforms.  |
| Strategies/Services to Support<br>Goal 8                               | Professional Learning Community  |
|  | Data Teams, Grade Level Teams  |
|  | Attract and retain diverse faculty and staff   |
|  | Articulation with Kindergarten-5 <sup>th</sup> grade elementary programs to strengthen standards-based teaching and learning in English/Language Arts and Mathematics. |

Services described below address the *quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability*. Services were selected to be *appropriate to the needs of the intended recipients, reflect up-to-date knowledge from research and effective practice, impact intended recipients, include training and professional development of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services, which will lead to improvements in the achievement of students as measured against rigorous academic standards, and involve collaboration of appropriate partners for maximizing the effectiveness of project services*.

Advancement Via Individual Determination (AVID). AVID is a research-based college-readiness system utilizing strategies designed to prepare underrepresented students for 4-year college/university entrance. AVID targets students who will be the first in their family to attend college. AVID includes curriculum support materials for all core subjects and English Language Development. De Anza is an AVID Certified School. Certification indicates consistent implementation of AVID strategies for target students. AVID is a *perfect match for the needs of De Anza students*, most of who come from families without a high school diploma. AVID's stated mission is to close the achievement gap by preparing all students for college readiness and success in a global society. According to the *AVID Center research*, of their 2009 AVID graduates, 92% plan to attend college, 60% plan to attend a four-year college and 32% a two-year college. We expect that *AVID will impact our students' lives greatly*. Many more students will succeed academically at De Anza and continue to succeed in rigorous courses at the high school level. Subsequently they will be eligible to attend four-year colleges and universities. We

anticipate a greater number of De Anza graduates choosing to enroll in the AVID programs offered at all VUSD high schools. De Anza staff will articulate with AVID high school staff to ensure a smooth transition.

This proposal includes a strong *professional development component* to support the full implementation of AVID. Specifically, a full time AVID Coordinator/Teacher will work closely with AVID Center to ensure that all teachers receive training, coaching and resources. In addition, each year, six De Anza staff members will attend a 5-day summer institute for team building and enhancing instructional strategies. With MSAP funds, AVID will be implemented school-wide across all grades, programs and curricular areas. In addition to the AVID elective classes offered during zero period for AVID-eligible students, all students will *improve their standards-based achievement* due to the routine use of effective AVID strategies in all classes. These include: rigorous academic classes, Cornell note-taking, group collaboration, binder organization, inquiry-based learning, reading and writing strategies, ELD focus strategies, annual college/university research and visits, and more.

De Anza staff will *collaborate with various partners* to maximize the effectiveness of the AVID program. These include staff from AVID Central; recruitment representatives from our local universities – the University of California at Santa Barbara, California State University at Channel Islands, California Lutheran University, UCLA, and USC; and District AVID staff from our three comprehensive high schools as well as community partners such as Kiwanis, Lions, and Rotary Club members and parents who will act as guest speakers on college and career options.

Project-based Learning. As De Anza teachers create 21<sup>st</sup> Century classrooms, standards-based Project-based Learning will be a focus. This approach to instruction is a systematic

teaching method that engages students in accessing standards-based content through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. We expect that *De Anza students will thrive* under the principles encompassed in Project-based learning. Strategies embedded in Project-based Learning include cooperative learning groups, problem solving, and a hands-on approach to learning, all of which will build connections that De Anza students need to be self-directed in their own learning. *Research* shows that students engaged in project-based learning “construct solutions, thus shifting the emphasis [from the product] toward the process of learning” (Buck Institute for Education, 2004. <http://www.bie.org/pbl/pblhandbook/intro.php> ). Project-based learning is recommended as a key learning strategy of Taking Center Stage II (<http://publs.cde.ca.gov/TCSII>), the state of California’s set of recommendations for middle school students.

We are certain that Project-based Learning will have a *tremendous impact on the lives* of De Anza students. As students engage in PBL, they will develop new learning habits. They will be required to think in original ways to come up with solutions to real world problems. A life-long skill that comes from this disciplined yet creative process is that students will understand that more important than the “right answer” is that there are many ways to solve a problem. We realize that ongoing *professional development* will be key to high quality implementation of Project-based Learning. Teachers have begun conducting research to build their own background knowledge of the pedagogy involved in this manner of teaching. In addition, a “Lesson Design Teacher Specialist” funded through MSAP who has practiced this methodology for several years in his own classroom will be providing ongoing teacher training and in-class coaching. The district’s “Technology Teacher Specialists” will conduct a weeklong technology training institute for De Anza teachers the first week following the end of this school year and a two-day refresher



institute prior to the beginning of the 2010-2011 school year. The emphasis of these institutes will be on Project-based Learning.

Students are engaged when they “devote substantial time and effort to a task, when they care about the quality of their work, and when they commit themselves because the work seems to have significance beyond its personal instrumental value” (Newmann, 1986, p. 242). Utilizing Project-based Learning creates that engagement and we know that with higher engagement comes *higher achievement*. “High quality instruction—one that is rigorous, aligned with content standards, and uses instructional strategies to meet the academic needs of all students—also is a key factor in promoting a culture of engagement and achievement in the classroom” (Weiss & Pasley, 2004). Project-based Learning incorporates all of the strategies that promote a culture of engagement that in turn will increase the levels of achievement for our students. By learning to use higher order thinking skills, problem solving, questioning, and self-reflection, that are key elements of Project-based Learning, “students will learn more and retain more information when they actively participate in the learning process and when they can relate to what is being taught” (Akey, 2006).

De Anza staff will have a many opportunities to *collaborate with a wide range of partners*. With the utilization of social networks such as ThinkQuest, “Nings”, and Moodles, the ability to share project ideas and lesson designs with colleagues from around the district as well as from around the globe becomes a reality. Many teachers at the magnet high school use Project-based Learning extensively and would make ideal partners in the ongoing development of Project-based Learning at De Anza.

#### 21<sup>st</sup> Century-Technology in Teaching and Learning and Professional Development.

VUSD is committed to *teacher and staff professional development* and believes in the benefit of

utilizing technology to improve student learning. With this in mind, the focus of the district's professional development is designed to ensure that teachers can use technology to the fullest capacity. Professional Development will focus on upgrading skills, training to assist teachers to integrate technology into the core curriculum; and using data to identify student instructional needs. Differentiated professional development for teachers and providing time and resources for teachers and staff to share, view and reflect on best practices are areas to be developed over the next three years. Professional development will continue to address current and new technology tools (hardware, software and digital resources) used in the district. Professional Development must continually address technology resources available both in the classroom and in computer labs. There is a vital need to address the importance of creating strong digital citizenship in the 21<sup>st</sup> century classroom. Training in the ethical and responsible use of technology must move from legal compliance to ethical and responsible use and modeling by staff as well as students and families. These trainings will align with the International Society for Technology in Education (ISTE) national education technology standards of 2007 for students and 2008 standards for teachers, which recommend promoting and modeling digital citizenship for the 21<sup>st</sup> Century Learner (*Leadership*, March/April 2010).

Teachers will be trained in creating and using virtual learning environments for their students that are custom tailored to State standards and student needs. The methodologies and strategies used in this type of teaching environment can be expanded by publicizing, uploading and sharing on digital sites such as Learn360, ThinkQuest, "Nings", Moodles and a whole host of virtual learning sites. Research supports that ongoing professional development makes the greatest impact on the teacher's ability to enhance student learning outcomes. The De Anza teachers will receive high quality professional development that will infuse into their

professional learning communities for ongoing analysis and application. We know that, "What attracts teachers to professional development is their belief that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. But teachers also tend to be quite pragmatic" (Fullan & Miles, 1992). With the support of the Lesson Design Teacher Specialist, AVID Coordinator, and Learning Director, De Anza teachers will engage in ongoing professional learning that will accomplish our goals.

One-to-one Computing. The majority of students at De Anza do not have access to computers and/or Internet resources at home. By offering 1:1 computing for students, the school will level the playing field of learning by providing options for students to use computers flexibly as learning tools anywhere on our wireless campus. Additionally, learning becomes more individualized as students engage in WebQuests, collaborative online projects, and other lessons designed to stimulate higher-order thinking skills. Using technology as a learning tool is recommended by Taking Center Stage II (<http://pubs.cde.ca.gov/TCSII>), which states that schools should "meet the needs of middle grades students by developing a rich set of courses and enrichment opportunities that infuse learning with technology, visual and performing arts, career/real-world connections, service-and project-based learning, and multicultural experiences." By having their own computers, students take ownership of their learning. One-to-one computing has been shown to boost student engagement and achievement in schools (The Education Journal, January 2010). De Anza will be able to support 1:1 computing only at the 6<sup>th</sup> grade in 2010-2011 due to a one-time funding source. The MSAP grant is needed to be able to expand 1:1 computing into all three grades beginning Year 1 for a full magnet program.

Arts Integration. While De Anza boasts a strong music program, as part of the redesigning process, the inclusion of the visual and performing arts content standards will be a

focus in Year 3 of this project. Building upon the rich cultural heritage and the resurgence of the arts community most recently seen on the “west side” of the city, *all students at De Anza will benefit from the exposure* to the arts. Given the richness in diversity and multiculturalism in Ventura, the arts build bridges among cultures that will help our students broaden their perspectives to better understand their world and the diverse cultural influences that surround them. Communication, imagination, appreciation for various cultures, and information are keys to career opportunities, education, and a life-long appreciation of the arts.

*Research* supports the integration of the arts into the curricula for all students. James Catterall, Professor of Education at UCLA, found that the “most expansive areas where the arts pay off are first, in basic reading skills, language development, and writing skills. Then, increases in general academic skills also show up and appear to reinforce these specific literacy-related developments. Here we refer to focus and concentration, skills in expression, persistence, imagination, creativity, and inclinations to tackle problems with zeal. In addition, a wide range of social skills accompanies learning in the arts and engagement in arts activities: positive social behavior, social compliance, collaboration with others, ability to express emotions, courtesy, tolerance, conflict resolution skills, and attention to moral development” (Catterall, 2002).

Just as the music program has impacted the lives of the De Anza students, the study of the visual and performing arts will also *impact their lives*. The vision of the newly adopted district-wide Arts Education Master Plan will ensure the arts are an integral, interdisciplinary, sequential part of every student’s education, fostering inspiration, creativity, and a life-long appreciation of the arts. As stated in VUSD Board Policy adopted September 2008, “An arts education enables students to develop an appreciation of the arts, critical and creative thinking skills, initiative, self-expression, self-esteem, and discipline. These are all skills that add to the

richness of the experiences that we offer our students and give them the tools to be college and career ready.”

MSAP funds are necessary for additional *professional development*, ongoing coaching, and a well-articulated and integrated arts curriculum for the teachers and students at De Anza. A full-time Arts/Technology Specialist will support staff in the integration of arts and technology in Years 2 and 3. Teachers would also receive training in the Visible Thinking Strategies that are a research-based teaching method that improves critical thinking and language skills through discussions of visible images. Just as Project-based Learning provides the tools for higher order thinking skills and diversity of thought, so does the study of the arts. ”*Critical Links* makes the case for a great many links between learning in the arts and *student achievement*” (Catterall, 2002). Each discipline is connected to significant outcomes. For example, in the visual arts, drawing supports writing skills and visualization training supports interpretation of text. In music, researchers found strong connections between spatial reasoning and math, and between instrument instruction and SAT scores. Dance instruction was connected to fluency in creative thinking and to reading skills. Drama in the form of dramatic enactment was connected to story comprehension, character understanding, and writing proficiency, and is shown to be a better way for students to process a story than teacher-led discussion. Multi-arts programs had multiple connections: to reading, verbal, and math skills, and to creative thinking (Rabkin, 2002). We are fortunate in this community to have the richness of both cultural and aesthetic arts surrounding us. The City of Ventura’s Cultural Affairs division continues to be a strong partner. Also, the Ventura Education Partnership supports the emphasis on the arts through teacher awarded grants and in the development of the Arts Education Master Plan.

Community Service Learning. Students at De Anza will be required to complete community service hours annually. This element builds responsibility to self and others, and provides an introduction to careers, vocations, and professions. Starting in 6<sup>th</sup> grade, students will earn a minimum of 8 hours of community service. Seventh graders complete 10 hours, and 8<sup>th</sup> graders will complete 12 hours, for a total of 30 hours (minimum) being given to our local community by the time students complete their middle school years. Partnering with parents, the Ventura Unified School District, Ventura Education Partnership, Chamber of Commerce, and local service organizations such as Kiwanis, Lions, and Rotary, students will be exposed to a rich array of career learning opportunities through service. The benefits of volunteerism are well documented; for example, Clay Roberts' work on asset development recommends volunteering for others as one of the top 10 strategies to build strengths in students (Search Institute, 2006).

Extended Learning Opportunities. VUSD currently partners with the City of Ventura to provide Program Enrichment for After-school Kids (PEAK) four days a week on the De Anza campus. Students have safe, supervised time for homework completion and enrichment options such as art, games, computer use, and nutrition, Monday through Thursday from 3:30-5:30. De Anza's goal is to also offer before-school care and to provide care on Friday afternoons for students, with a special emphasis on career development and college preparation, in partnership with Ventura College. In addition, we will be partnering with Ventura County Medical Center staff to provide a before-school "zero period" PE class aimed at obesity prevention and family nutrition, taught jointly by educational and medical staff. We will also offer a "zero period" AVID class for students who would like to take classes in art or music as their elective in addition to AVID.

As part of the focus on the arts, De Anza would like to provide a Summer Arts Academy for students, including a 4-week Music Academy, but that will not happen without the funding available through the MSAP grant. We currently have no summer school option for students, due to state budget cutbacks, and many students lose learning over the long summer months. Additionally, we would like to offer a week-long “Boot-Up Camp” focused on preparing students for thoughtful, creative uses of their computers, including graphic design and other multi-media elements as part of the training. This would be led by district and school-site staff in tandem with evening parent trainings in both English and Spanish on how to support students’ use of the computers at home.

Advisory Program. During the school year, De Anza offers an Advisory program for student success. Advisory is a 20-minute period for study directly after lunch. At the beginning of each school year, all students are in Advisory for 6 weeks. During this time, students learn about school-wide expectations for respectful behavior, academic strategies, and, with the advent of the magnet program, safe and responsible use of the computer. Activities focusing on cyber safety, Internet use, and online bullying prevention will be shared through the student Agenda and Advisory period lessons. Later in the year, students who earn a D or F are automatically placed into Advisory for support, although the time is open for anyone to get help in the computer lab, library, student center, and other locations around campus.

Where Everybody Belongs. Another support to be offered is the Where Everybody Belongs (WEB) program. WEB trains 8<sup>th</sup> grade students in the spring of their 7<sup>th</sup> grade year and over summer to lead 6<sup>th</sup> grade students through activities designed to promote a positive school climate including: mentoring, leadership skill-building, cooperative games, and academic

support through quarterly grade checks and discussions. Specially trained teachers help facilitate activities, but WEB is a student-led program; led by students, for students (younger peers).

A World of Difference. Starting in Year 2, De Anza would like to train all staff using the A World of Difference Program offered through the Anti-Defamation League. This program is designed to help staff members become culturally aware and sensitive to the needs of all populations, including ethnic, linguistic, economic, and socially diverse groups. Staff members engage in lessons designed specifically to promote understanding of all peoples, including sub-cultures, and they learn culturally responsive techniques for teaching to the needs of all students. Without the MSAP grant it is unlikely we will be able to afford the A World of Difference program.

Multi-lingual opportunities beginning Year 2. All students at De Anza Academy of Technology and the Arts will have expanded opportunities to learn and develop world languages such as: Spanish, Italian, French, German, Mandarin-Chinese, Arabic, and/or and American Sign Language. These opportunities will begin in the second project year for 7<sup>th</sup> and 8<sup>th</sup> grade students. Classes in the languages currently offered in VUSD high schools will be offered before school during the “zero period” hour from 8:00 – 9:00 a.m. taught by hourly certificated teachers. Depending on student interest, more advanced Spanish classes may be offered for native Spanish-speaking students. Multilingual opportunities are appropriate for De Anza students to prepare them for success in a global society and meet college/university entrance requirements. It is a natural progression for Spanish-speaking students who wish to fully develop their multilingualism and is a benefit to those students who wish to become bilingual. This component is a specific request from parents who serve on the District English Learner Advisory Committee. Students who participate in a full year language course will develop Stage



I skills in Content, Communication, Functions, Cultures, Structures and Settings as defined in the *2009 California World Language Content Standards*. Student progress will be measured through curriculum-embedded assessments and teacher observation. *Collaboration opportunities* will take place with high school world language teachers to ensure smooth transition to high school courses and rigorous instruction at the middle school level. De Anza already has textbooks for Spanish 1 and the *Rosetta Stone* program for English; this grant will help us expand our offerings beyond the basics to more fully meet the needs of 21<sup>st</sup> Century global citizenship.

Research has shown that students thrive in language-rich environments. Dr. Kenji Hakuta, Stanford University, reports that fully bilingual students outperform monolingual students on tests of cognitive flexibility. Ventura Unified School District achievement results confirm that our fully bilingual students' academic levels are as high or higher than English-only students in most areas. Language is an essential part of culture. In order to prepare our students to succeed in a multicultural world, language skills are essential. Multilingual opportunities will validate the importance of language diversity for our De Anza students. Classes will be comparable to high school courses and be eligible to be considered for college/university requirements. These classes will *positively impact* the number of De Anza students who will be eligible for the VUSD Multilingual Recognition Seal on their high school diploma. *Professional development* will be provided on an ongoing basis through: 1) Regular meetings and collaboration time with world language teachers from other district secondary schools; 2) Support from the district's Foreign Language Teacher Specialist; and 3) Opportunities to attend local and state conferences, such as the annual California Association for Bilingual Education conference.

Word Generation. Word Generation is a middle school academic language program developed under the direction of Harvard University, available at no cost. It is geared toward all students, in all subject areas, and can be used in all three middle grades simultaneously. The program is strategically designed to create a coherent school-wide effort that gives students the sustained exposure to academic language they need for success in school. Word Generation will be incorporated in all grades and content areas at De Anza Academy of Technology and the Arts beginning in the first project year.

Academic performance in English Language Arts is a challenge for the majority of De Anza students, with the greatest concern for English Learners, socio-economically disadvantaged students, Hispanic students and students with disabilities. Current district-adopted curriculum has not proven sufficient to meet students' needs. Word Generation is specifically *designed to build the academic vocabulary that students need* for success in English Language Arts and other content areas. *Research* by Catherine Snow and Robert Marzano, two nationally known experts in the field, demonstrates that oral language teaching can be a means to help students acquire academic vocabulary. Best practice requires teaching language within the context of content instruction, rather than in isolation. Word Generation uses this approach. It is our expectation to replicate the *results* teachers at other schools report when using Word Generation. These include student gains in vocabulary knowledge, with the largest gains for language minority students. We also expect to see De Anza students show progress on the Word Generation Pre/Post Student Assessments.

Our *professional development* will include personal support and training from our District Strategic Reading Coach who has extensive experience with Word Generation and is prepared to guide teachers as they implement the new program. The Word Generation

Download Center contains a number of resources including an Orientation and Introduction to Accountable Talk. In addition, student materials, teacher materials and assessments are all posted online. *California standards-based assessments are built around academic vocabulary*, which many of our students struggle with. Word Generation will engage them in learning the very words that they need to unlock information and demonstrate their knowledge on these high-stakes assessments. According to the Word Generation research, student vocabulary gains are related to better performance on state accountability tests. *Appropriate partners will collaborate* with De Anza staff to ensure the maximum effectiveness of the Word Generation program. At the District level, the Director of Curriculum and Instruction, Strategic Reading Coach, Bilingual Programs Director and ELD Teacher Specialist are all on board. We are also in contact with staff members from Harvard University who offer to assist us, as needed.

Vocational and technological skills comprise two more components of the well-rounded and broad curricula that De Anza students receive. The exploration of careers through the use of technology will give De Anza students wide access to research on what's available in our community and beyond. As students become involved in community service, this also will give them a vision of the wide array of career opportunities. Developing the social/personal, intellectual, and technological skills that make one marketable is something that will be addressed during AVID classes as well as in their advisory period. Research has shown that a vocational education program at the middle school level should give early adolescents a look at many careers and offer the opportunity to increase self-understanding as they prepare for an eventual occupation" ("Vocational Education in Middle Schools" 1990, p. 26). Vocational education can incorporate key middle school concepts in the following ways:

- Make exploration of life's work an integral part of the middle school core for learning to live and work in a culturally diverse world.
- Reflect developmental needs by helping students recognize their interests, aptitudes, and abilities in age- and stage-appropriate ways.
- Integrate vocational and academic education to promote intellectual development. "No real-world concepts, problems, or issues fit neatly into the jurisdiction of a single academic or vocational department" (Wisconsin 1991, p. 51).
- Assist with development of social skills, personal values, and self-esteem through home economics/family life courses and the activities of vocational student organizations.
- As we focus on the whole-child at De Anza, we want to be very certain that we don't overlook these key middle-school concepts.

Parent education and involvement. Parent education opportunities are planned for evening hours and will be offered in partnership with VUSD Adult and Continuing Education, and the nine-week Parent Institute for Quality Education (PIQE) training Program, which partners with California State University Channel Islands and Ventura Community College. These opportunities will raise parents' education levels, improve spoken and written English, and support student-parent collaboration in academic achievement. Parents have asked for classes on how to obtain their GED, and classes in Spanish and English as a Second Language. In partnership with Adult Education, we hope to offer these courses in the magnet school. In partnership with the Avenue Library, run by the City of Ventura, parents and students will have weekend access to computers, technology, the Internet, employment resources, references and literature. The ideal of lifelong learning can be actualized.

Parents are integral partners at De Anza. Throughout this year, parents and two students meet with the Principal once a week before school to plan for the technology implementation. They call their committee “TLC” for Technology and Logistics Committee. As we further develop career education, parents will be asked to contribute their special expertise throughout the year as students learn and explore career and professional options.

Community Partnerships. De Anza is actively building additional business and community partnerships focused on long-term funding and human resources to sustain the magnet school beyond the MSAP funding period. In addition to our current relationships with the City of Ventura, Ventura Education Partnership, and other funding sources, new partners being brought on board include Ventura College, which has donated \$10,000 toward the Green Technologies learning modules to be offered in the magnet next year, the Chamber of Commerce, and the Central Coast Alliance United for a Sustainable Economy (CAUSE), which has chosen to partner with De Anza Academy to promote sustainable healthy, “green” living practices in our curricula, as well as actively fundraising on our behalf through promoting the school at community-wide events. It is expected that through developing these relationships, the magnet school will be bringing in even more community partners soon.

Develop a culture to embrace and sustain systemic reform. VUSD has a long history of investing in professionals and programs to enhance student learning. Through this magnet school process, we anticipate that the programs and practices instituted at De Anza will ripple out to other schools and increase district capacity to achieve and sustain systemic reform. For example, the strategic use of new technology for student learning and 1:1 computing is an area that we believe will quickly spread to other campuses. By engaging in magnet school research and the planning process, we strengthened our *professional learning community* and helped students.

# Project Narrative

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

Attachment 1:

Title: **Personnel** Pages: **16** Uploaded File: **C:\Documents and Settings\jchancer\Desktop\MSAP\Personnel.pdf**

**Quality of Personnel.**

De Anza Academy of Technology and the Arts is staffed by a committed, enthusiastic, and highly qualified staff ready to contribute to the success of their restructured magnet school. The staff was selected to work at De Anza because of their excellent professional preparation and desire to make a difference in the lives of the students and families that they serve. De Anza staff takes great pride in their school. They are regarded as a very positive staff that work well as a collaborative team and readily embrace new teaching strategies that promise better outcomes for their students. They possess strong expertise in working with diverse student populations, teaching to rigorous academic standards, and incorporating strategies found to be successful with English Learners and economically disadvantaged students. De Anza's Principal provides the perfect bridge for our middle school students coming from elementary and going on into high school. De Anza's Principal is a former high school administrator. The Assistant Principal is a former 5<sup>th</sup> grade bilingual teacher who taught at one of De Anza's feeder schools. MSAP funds will provide additional staff members to expand the team at De Anza Academy of Technology and the Arts and add expertise in new areas as needed to fully implement the optimal magnet program.

**Project Director qualifications.**

The Project Director who will be hired to manage this project will coordinate all project activities and define, develop, and implement the project vision. Other major responsibilities of the Project Director include:

- Managing the magnet school program budget
- Collecting, organizing, and providing data for project evaluation

- Acting as liaison between MSAP and District, MSAP and the U.S. Department of Education
- Ensuring that all project timelines are met
- Planning student recruitment and efforts to coincide with district School of Choice process
- Building awareness of the magnet program; support recruitment through the use of ads, posters, free publicity, direct mail, local cable television, televised Board of Education meetings, Connect Ed phone messages, radio announcements and in-person presentations to community groups such as the Superintendent’s Advisory Council and District English Learner Advisory Committee
- Ensuring that project communication takes place in both Spanish & English
- Planning, scheduling, implementing, and evaluating all project-related staff development
- Tracking project accomplishments and outcomes
- Problem-solving obstacles and celebrating success

| Project Director - Qualifications and relevant training and experience desired |   |
|--|---|
| <b>Leadership</b>  | <ul style="list-style-type: none"> <li>➤ Administrative services credential</li> <li>➤ Evidence of successful leadership with diverse staff and/or community</li> <li>➤ Excellent communication, organization and planning skills</li> <li>➤ Familiarity with Professional Learning Communities best practices</li> </ul> |
| <b>Magnet School Training and Experience</b>                                   | <ul style="list-style-type: none"> <li>➤ Experience or training in magnet school education</li> <li>➤ Willingness to further develop expertise in magnet school education</li> <li>➤ Experience in gathering data, completing state required reports</li> </ul>   |



|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>➤ Experience leading curriculum improvement efforts</li> </ul>  |
| <p><b>Diversity</b></p> <p><b>Training and Experience</b></p> | <ul style="list-style-type: none"> <li>➤ Authorization for English Learner instruction</li> <li>➤ Relevant classroom teaching experience</li> <li>➤ Awareness/use of current best practices in the field of diversity education and multilingual education.</li> <li>➤ Awareness of California World Languages Content Standards</li> </ul>  |
| <p><b>Technology</b></p>                                      | <ul style="list-style-type: none"> <li>➤ Experience with efforts to incorporate technology for classroom use</li> <li>➤ Familiarity with current technology-based teaching tools, such as Smart Boards, document cameras, 1:1 computing</li> <li>➤ Familiar with International Society for Technology in Education (ISTE) national education technology standards (2008) and VUSD Technology Plan</li> </ul> |
| <p><b>Arts</b></p>  | <ul style="list-style-type: none"> <li>➤ Demonstrates value for arts integration approach</li> <li>➤ Able to access resources in local arts community to support magnet program</li> <li>➤ Knowledge of VUSD Arts Master Plan</li> </ul>   |

The position of Project Director will be filled through a broad announcement and recruitment process and in accordance with the district’s non-discriminatory employment procedures. VUSD collaborates with two local universities to support district teachers in earning a master of education degree in-house at the VUSD Education Services Center. This collaboration has resulted in a strong pool of administrative candidates from diverse backgrounds for positions throughout our county.

Qualifications of other key personnel.

Other key project personnel funded by MSAP will include: Arts Technology Specialist, Lesson Design Teacher Specialist, AVID Coordinator/AVID Teacher, World Languages Teacher Specialist, World Languages Teachers and Project Evaluator. District-funded personnel who will have key responsibilities for project activities and leadership include the Principal, Assistant Principal, District Directors of Curriculum and Instruction, Student Performance and Program Evaluation, Bilingual Education Programs, Gifted and Talented Education, Specialized Academic Instruction and Assistant Superintendent of Educational Services. Their qualifications and MSAP responsibilities are described in the tables below.

| <b>MSAP- Funded Personnel - Qualifications and Responsibilities</b> |  |
|---|--|
| <b>Arts/<br/>Technology<br/>Specialist</b>                          | <p><b>Qualifications:</b> Teaching credential authorizing EL instruction; demonstrated commitment to integration of arts and technology-based instruction to promote student engagement and academic achievement; familiarity with VUSD Arts in Education and Technology Plans; experience developing curriculum for diverse student populations; competency in current uses of technology for teaching/learning; excellent communication, organization and planning skills.</p> <p><b>MSAP Responsibilities:</b> Develop sequence of instruction for the arts and technology at each grade level consistent with VUSD Arts Education Master Plan and VUSD Technology Plan. Work closely with Lesson Design Specialist to provide staff development and ongoing coaching for magnet school staff to integrate arts and technology throughout the curriculum.</p> |
| <b>Lesson Design<br/>Teacher</b>                                    | <p><b>Qualifications:</b> Teaching credential authorizing EL instruction; evidence of effective classroom instruction consistent with the California Standards for the</p>   |

|  |   |
|--|---|
| <p><b>Specialist</b></p>                                 | <p>Teaching Profession; experience developing curriculum designed for diverse learners to achieve rigorous academic standards; competency in current uses of arts integration and technology to engage students and improve learning; experience providing teacher support; excellent communication and organizational skills.</p> <p><b>MSAP Responsibilities:</b> Collaborate with teachers to create standards-based lesson designs and formative assessments appropriate to diverse learners. Work closely with Arts/Technology Specialist to provide on-going, personal staff development to support best practices in student learning through the use of technology and project-based learning consistent with California academic content standards and ISTE standards.</p> |
| <p><b>AVID<br/>Coordinator/<br/>AVID<br/>Teacher</b></p> | <p><b>Qualifications:</b> Five years of Advanced AVID Training; Presenter at AVID conferences; five years experience as AVID coordinator; AVID trainer of trainers; attended and presented at California Association of Directors of Activities (CADA) conferences for last fifteen years.</p> <p><b>MSAP Responsibilities:</b> Coordinate AVID lessons and activities, including guest speakers, visits to universities, and AVID outreach. Prepare documentation required for AVID evaluation and certification. Lead AVID staff development sessions. Attend AVID Summer Institute. Teach AVID elective courses. Participate in district-wide AVID planning committee.</p>   |
| <p><b>World<br/>Languages<br/>Teacher</b></p>            | <p><b>Qualifications:</b> Teaching experience in bilingual or world language settings; bilingual or single subject world language authorization; curriculum design experience; teacher support experience.</p>  |

|   |   |
|---|---|
| <p><b>Specialist</b><br/><br/><b>0.5 FTE</b></p>                    | <p><b>MSAP Responsibilities:</b> Design comprehensive world languages program to prepare middle school students to achieve the multilingual recognition seal at high school graduation. Work with district staff to define course and obtain Board approval. Assist with initial implementation of world languages program to ensure ongoing integration of program in master schedule when MSAP funding ends. Support world languages teachers throughout year.</p>  |
| <p><b>World Languages Teachers (4)</b><br/><br/>(Hourly salary)</p> | <p><b>Qualifications:</b> Teaching experience and credentials for world languages instruction.</p> <p><b>MSAP Responsibilities:</b> Provide standards-based daily language instruction to De Anza students during zero period, beginning year 2.</p>  |
| <p><b>Project Evaluator</b></p>                                     | <p><b>Qualifications:</b> The project evaluator will be an independent consultant with experience evaluating federally funded education programs, designing multi-year evaluations, developing programs for diverse learners, guiding staff in data review process, analyzing and reporting trends, and demonstrate excellent oral and written communication skills for working with staff and community.</p> <p><b>MSAP Responsibilities:</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.</p> |

| <b>District-Funded Personnel- Qualifications and MSAP Responsibilities</b> |   |
|--|---|
| <b>Principal</b>   | <p><b>Qualifications:</b> Ed.D. in Educational Administration; MA in Educational Administration; MEd. with Emphasis on Teaching and Learning, BA in English, Professional Clear Administrative Services Credential; Professional Clear Single Subject English, CLAD. She will be starting her 5<sup>th</sup> year as principal at De Anza in 2010-2011. Extensive AVID training and experience supervising AVID program; trained in A World of Difference cultural awareness training through Anti-Defamation League; experience with English Learners as teacher and administrator; extensive experience with California Standards for the Teaching Profession; Beginning Teacher Support and Assistance Program trainer of trainers authorization; nine years of classroom teaching experience at the high school level. Ongoing working relationships with local members of the arts community. Participant in ongoing technology training for educational purposes. Attendance at numerous workshops regarding promoting academic achievement and best practices for middle school students.</p> <p><b>MSAP Responsibilities:</b> Serve as the key spokesperson for De Anza Academy of Language and the Arts; maintain staff focus on issues of academic achievement, equity and diversity; initiate and nurture data teams; guide analysis of student data to inform instruction; strategically build site capacity and community partnerships to maintain MSAP once federal funding ends.</p> |

|   |   |
|---|---|
| <p><b>Assistant<br/>Principal</b></p>                         | <p><b>Qualifications:</b> MEd. in Education and Educational Leadership; BA in History; BCLAD; Multiple Subjects Teaching Authorization; 6 years of teaching experience; training in strategies to promote academic achievement for English Learners; experience leading school site English Learner Advisory Committee, supporting PIQE; bilingual in Spanish and English.</p> <p><b>MSAP Responsibilities:</b> Work closely with Project Director, Principal and District Director of Child Welfare and Attendance regarding student recruitment and efforts to achieve goals in voluntary desegregation plan; support parent involvement activities; work closely with Project Director and Project Evaluator regarding evaluation activities and maintaining student records in the District Student Information System.</p> |
| <p><b>Asst. Supt.<br/>Education<br/>Services Division</b></p> | <p><b>Qualifications:</b> Masters of Education Degree in School Administration; Administrative Services Credential; Standard Secondary teaching credential. Experience as Assistant Superintendent at three Ventura County school districts over the past 15 years, all serving large numbers of English Learner students. Current experience supervising VUSD Child Welfare and Attendance Department to oversee District School of Choice and enrollment procedures. Experience supervising federally funded projects and developing innovative programs; experience developing policy to improve academic achievement for minority students; member of VUSD Superintendent’s Executive Cabinet and Council; experience working closely with Governing Board regarding policy issues.</p>                                     |

|   |  |
|---|--|
|   | <p><b>MSAP Responsibilities:</b> Serve as Interim Project Director until recruitment and hiring process is complete; monitor impact of voluntary desegregation plan to ensure ethnic, racial, economic, and linguistic balance within district middle schools. Act as liaison between Superintendent and school staff regarding project implementation and progress towards MSAP and locally developed goals.</p>  |
| <p><b>Director of Curriculum and Instruction</b></p>      | <p><b>Qualifications:</b> MA in Educational Administration; Administrative Services Credential. Extensive experience at the District and County levels with new teacher training; implementation of the California Standards for the Teaching Profession; curriculum development; student assessment systems; Visible Thinking; writing across the curriculum and Response to Instruction and Intervention (RtI). Expert in the VUSD Master Plan for Arts in Education. Current experience with administrator training in differentiating instruction for all students to achieve rigorous academic standards.</p> <p><b>MSAP Responsibilities:</b> Works directly with Lesson Design Specialist and Arts/Technology Specialist to coordinate the integration of arts and technology through the core curriculum consistent with state standards for academic achievement.</p> |
| <p><b>Director of Student Performance and Program</b></p> | <p><b>Qualifications:</b> MA in Educational Administration; BA in English, Administrative Services Credential; clear Single Subject credential – English; CLAD. Extensive experience in secondary school restructuring; International Baccalaureate Program; AVID; staff development;</p>  |

|  |  |
|--|--|
| <p><b>Evaluation</b></p>                                   | <p>testing/accountability; Title I; GATE; high poverty learners; English Learners</p> <p><b>MSAP Responsibilities:</b> Coordinate implementation of desegregation plan among district middle schools. Maintain focus on student achievement consistent with Title I regulations and NCLB targets. Assist with coordination of supplemental categorical funds to support project implementation during funding period and beyond.</p>   |
| <p><b>Director of Bilingual Education</b></p>              | <p><b>Qualifications:</b> Ed.D. in Educational Leadership; MA in Educational Administration; MA in Teacher Training; BA in Spanish. Over 25 years of experience administering the District’s bilingual education programs at grades K-12 and managing state and federal grants. Current Director of VUSD Foreign Language and Assistance Program to expand dual language programs. Bilingual: Spanish and English; AVID trained.</p> <p><b>MSAP Responsibilities:</b> Work directly with World Languages Teacher Specialist to coordinate multilingual learning opportunities with other district language learning efforts. Work with Principals to ensure implementation of EL Master Plan with curricular and data support and ongoing focus on increasing achievement for EL students.</p> |
| <p><b>Coordinator of Gifted and Talented Education</b></p> | <p><b>Qualifications:</b> M.A. in Gifted Education; GATE certification from California Association for the Gifted (CAG); National Board Certified Teacher; M.A. in Educational Leadership; B.A. Social Science; Lifetime Multiple Subjects Credential; CLAD.</p>   |



|  |  |
|--|--|
|  | <p><b>MSAP Responsibilities:</b> Act as a resource for teachers for differentiation strategies and understanding the social-emotional needs of the gifted. Lead parent trainings on the needs of gifted students. Act as liaison between school and families for accelerated learners. Provide resources for professional development related to gifted and high achieving students.</p> |
|--|--|

Qualifications of teaching staff to implement special curriculum.

During the first project year, enrollment projections for De Anza Academy of Technology and the Arts will require 20 classroom teachers, who teach at the middle school now, plus five special education teachers. This number could increase depending on the additional response to recruitment efforts. With increasing enrollment anticipated for Years 2 and 3 due to the magnet school voluntary desegregation plan, the teaching staff will increase each year commensurate with the student population. With MSAP funds, the staff will include an additional four teacher specialists to guide implementation of key program components and provide on-site professional development support. All project teachers providing instruction in this project meet or will meet the following basic criteria:

- Considered highly qualified per *No Child Left Behind* criteria
- Hold authorizations for English Learner instruction, are qualified to provide English Language Development and sheltered content for English Learners
- Demonstrate interest and commitment to the purposes of the magnet school program: inclusion and diversity, high standards for all students
- Willing to actively participate in professional development and implement new strategies

- Ready to collaborate, work as part of a team, and support the concept of data-based decision making

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

| Training/Experience/Qualifications Related to MSAP   | De Anza Teachers  |
|--|---|
| Number who meet NCLB as highly qualified   | 20 out of 20  |
| Years of teaching experience   | Range = 2 to 26 years<br>Mean = 12 years                      |
| State certification to teach English and academic subjects in English to English Learners, holding a Cross-cultural Language and Academic Development (CLAD) certificate or the equivalent   | 20 out of 20<br>3 also hold a bilingual authorization (BCLAD) |
| Teachers who regularly use or have <b>specialized, intensive training in desegregation strategies and teaching students from diverse backgrounds</b> such as Ruby Payne’s Culture of Poverty training, Clay Roberts’ The Power of Assets, AVID training, use of flexible grouping strategies, use of cooperative groups, mainstreaming strategies for special education students, Sheltered Instruction Observation Protocol, advanced degrees in multicultural education, teaching English Language Development and use of sheltered instruction approaches | All teachers;<br>20 out of 20                                 |
| Teachers who regularly use or have specialized, intensive training in <b>rigorous standards-based teaching</b> such as designing standards-based lessons and activities, developing VUSD English Language Arts pacing  | All teachers;<br>20 out of 20                                 |

|   |                                       |
|---|---------------------------------------|
| <p>guides and benchmark tests, South Coast Science Project, serving as English Learner Program Liaison, teaching based on identified power standards and key standards, Ventura County Office of Education Mathematics Conference</p>   |                                       |
| <p>Teachers who regularly use or have <b>specialized, intensive training in technology for teaching/learning</b> such as UCLA technology for teachers training, student use of internet for research and investigation, student podcasts, website building, Moodle &amp; Quizstar training, Ventura County Technology Mentor, VUSD Technology Committee member, WebQuests, use of Neurosensor, wordQ program, and use of digital recording and editing technology</p> | <p>All teachers;<br/>20 out of 20</p> |
| <p>Teachers who regularly use or have received <b>specialized, intensive training in arts integration</b> such as teaching credential in arts (2 teachers), use of visual art or dramatic representation options for projects, develop literary magazine with student writings and drawings (2 teachers), incorporate period art into history lessons, fine arts teacher (music/band), use of computer resources to make movies.</p>                                  | <p>15 out of 20</p>                   |
| <p>Teachers who have <b>curriculum writing or curriculum-related leadership</b> experience such as collaboration with peers (5 teachers); South Coast Writing Project; piloting and helping to select curriculum; developing career education curriculum; writing curriculum for Channel Islands National Marine Sanctuary Coastlines Project; developing curriculum for math intervention; and developing Algebra I,</p>   | <p>All teachers;<br/>20 out of 20</p> |

|   |  |
|---|--|
| Algebra Readiness and math intervention   |  |
| <p>Other special qualifications and experiences reported by De Anza teachers include: Ed.D. in Child, Youth and Family Studies with a focus on ELD Learning Strategies; Masters in Educational Leadership; Licensed Certified Public Accountant for 20 years prior to career change to teach math; Paul Fellows Award from Rotary International; new teacher mentor; member of California Association of Work Experience Educators; music teacher and teachers with various authorizations for special education.</p> |  |

*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.*

Ventura Unified School District is an equal employment opportunity employer, and complies with all applicable federal and state non-discrimination laws. The district does not discriminate against any employee or applicant for employment on account of race, religious creed, color, national origin, ancestry, physical or mental disability as defined by federal or state law, medical condition, marital status, pregnancy, sex, actual or perceived sexual orientation, age, political affiliation, domicile, or membership and/or participating in an employee organization defined by the education employment relations act. VUSD has established equal opportunity Board Policies and Administrative Procedures. Board Policy 4030, adopted in 2007, is based on Federal requirements including the Civil Rights Act of 1964, Title IX, and Americans with Disabilities

Act. This policy is posted at all 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 is self-reported predominantly as “white” and does not reflect the ethnic make-up of the student population (45% minority, 55%non-minority), the district makes many efforts to recruit minority applicants at all levels: certificated, classified and administrative employees. Our targeted recruitment efforts include:

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

*Experience and training in curriculum development and desegregation strategies.*

As detailed in the items above, the key personnel for this MSAP are prepared or will be prepared to complete the objectives of this project based on their knowledge of and experience in curriculum development and desegregation strategies. We believe the De Anza staff has the essential competencies necessary for success. These include:

Curriculum Development. De Anza staff possess experience at all levels and subject areas with curriculum development, pacing guides, benchmark assessments, professional development, textbook selection, resource allocation, deep understanding of rigorous academic standards differentiation to meet the needs of diverse student populations, and parent involvement training to support student success at home.

Desegregation Strategies. Staff chooses to work at De Anza because of a deep commitment to educational equity. Staff continues to develop their knowledge skills to be effective in desegregated settings. This knowledge and skills include administrator training in the World of Difference cultural awareness program, school-wide focus on 40 Developmental Assets (Clay Roberts – Search Institute), providing all home school communication in English and Spanish, community involvement such as the School Site Council and English Learner Advisory Committee, bilingual parent education opportunities such as Parent Institute for Quality Education, professional learning community approach to ongoing professional development, teaching authorizations for students with special needs and English Learners, implementation of AVID program, master schedules to promote access for students and families, flexible grouping, focus on opportunities for student engagement through project-based learning, clubs and extra-curricular activities.

# **Project Narrative**

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

Attachment 1:

**Title: Quality of Project Design Pages: 15 Uploaded File: C:\Documents and Settings\jchancer\Desktop\MSAP\Quality of Project Design.pdf**

### **Quality of Project Design.**

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 through the implementation of a voluntary desegregation plan that will establish and maintain ethnic and economic balance among district middle schools, and reduce minority group isolation at De Anza Academy of Technology and the Arts. Implementation of desegregation will lead to greater interaction among students of different economic, ethnic, linguistic, and racial backgrounds. (See Table 3). Establishing De Anza as a technology and arts magnet school with a 21<sup>st</sup> century emphasis on educational technology, multi-lingual opportunities, and the visual and performing arts will serve to reduce minority group isolation. This magnet program has already attracted students from schools citywide, and we anticipate De Anza's student body will reflect an ethnic and economic balance.

The students at De Anza Academy of Technology and the Arts will reflect a diversity of social, ethnic, racial, linguistic, and economic backgrounds. We designed our project to guarantee that students have multiple opportunities to interact with one another in an environment that promotes an understanding and appreciation of the diverse culture that the students bring to the campus. We will use the following methods to accomplish this:

Multi-lingual Opportunities. All students at De Anza Academy of Technology and the Arts will have expanded opportunities to learn and develop world languages: Spanish, Italian, French, German, Mandarin and American Sign Language. These opportunities will begin in the second project year for 7<sup>th</sup> and 8<sup>th</sup> grade students. Classes in the languages currently offered in VUSD high schools will be offered before school during the "zero period" hour from 8:00 – 9:00



a.m. taught by certificated teachers. Depending on student interest, more advanced Spanish classes may be offered for native Spanish-speaking students. Classes will continue for 8<sup>th</sup> grade students.

AVID. With MSAP funds, AVID will be implemented **school-wide** across all grades, programs and curricular areas. In addition to the AVID elective classes offered during zero period for AVID-eligible students, all students will improve their standards-based achievement due to the routine use of effective AVID strategies in all classes. These include: rigorous academic classes, Cornell note-taking, group collaboration, binder organization, inquiry-based learning, reading and writing strategies, ELD focus strategies, annual college/university research and visits, and more.

Project-based Learning. As De Anza teachers create 21<sup>st</sup> Century classrooms, standards-based project-based learning will be a focus. With project-based learning, students access grade level content utilizing their own experiences and applying them in real world situations. This process develops critical thinking skills, reasoning, and problem solving. Teachers will carefully design units of instruction in the key content areas. Students will show mastery of content in the design and execution of the project that matches that instruction.

|   |                             |
|---|-----------------------------|
| Quality Project Design Timeline 2010-2011 through 2012-2013 |                             |
| Year 1  | Integration of Technology   |
| Year 2  | Multi-lingual Opportunities |
| Year 3  | Integration of the Arts     |

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

**Year 1 - An emphasis on Technology.** De Anza's foci for its magnet status are technology, multi-lingual opportunities, and the arts. Throughout the campus and in every classroom, students will be improving their literacy skills and concept knowledge of reading, mathematics, science, history, and visual and performing arts skills as they are made more engaging through the use of educational technologies. Children so readily gain information through technology. Therefore, to prepare them for the demands of the 21<sup>st</sup> century our instruction must match their natural method of acquiring new knowledge. In order to create interactive, student-centered learning, technology must be infused in daily lessons. As engagement increases, so does motivation for learning. That motivation will naturally carry over to reading, writing, mathematics, history, and science as teachers and students utilize the Internet, Learn 360, ThinkQuest, electronic learning resources, and Moodles to research, share projects, create assignments, and design lessons.

Research shows that media literacy has many benefits for our students. According to David Considine (quoted in Schwarz, 2001) they include the following:

- It is interdisciplinary and easy to integrate into key elements of the existing/emerging curriculum.
- It is inquiry based and consistent with reflective teaching and critical thinking.
- It includes hands-on experiential learning and is consistent with learning styles approach.
- It works well in teams and groups, fostering cooperative learning.
- It has been successful in appealing to at-risk students and in improving retention rates.

- It is compatible with SCANS (Secretary's Commission on Achieving Necessary Skills) and fosters employment opportunities.
- It connects the curriculum of the classroom to the curriculum of the living room.

In order to provide media literacy to the students of De Anza, beginning in the 6<sup>th</sup> grade, with the support of the MSAP grant, **all students** will receive an ASUS Eee PC Netbook and all teachers will receive a Lenovo ThinkPad notebook computer. All students at De Anza will have their own personal netbook, creating a 1:1 computing environment school-wide. The students will carry their computer from class to class so they are readily accessible for use in their ongoing research for projects, class assignments, writing, and note taking. These computers will remain with the students for the three years that they are at De Anza. As each new group of 6<sup>th</sup> graders comes in, they too will receive the netbooks.

Student computers will be loaded with MS Office, Photostory 3, iTunes, online textbooks for district adopted curricula, WordQ, and Zangle StudentConnect. Having these tools accessible for student use will give them the opportunity to fully participate in all classes in which they are enrolled. Teachers will have the same programs with additional programs such as TeacherConnect and SchoolCity. The entire campus will have Wireless network connectivity as well so access to digital resources will be available anywhere on campus. In addition, to support the visual and performing arts concept, an iMac Lab will be established phasing in the project of computers at 9 per each of the 3 years of the grant. Teachers will have SmartBoards in each of their classrooms beginning with the purchase of 14 the first year. In addition, each classroom will have a DYKnow Monitor and Vision system that allows the teacher to see and share, if appropriate, what is on a student's computer and utilize that in their instruction.

Extending the traditional learning hours at De Anza will open doors for both students and parents. All students will have the opportunity to work before and/or after school in the library or computer lab where students who are at-risk can receive targeted intervention through this extended learning opportunity. All parents will be advised of the Internet site, "Net Cetera" <http://www.onguardonline.gov/topics/net-cetera.aspx>, which will give them access to important information such as online safety and cyber-bullying. A correlating source for this information is in the traditional units in the student agendas. Computer software programs are already in place for striving readers such as *SuccessMaker*, *WordQ*, and *Scholastic's Read 180*. Having access to these programs before and after school would give students the extra time needed to accelerate their progress to become grade level readers.

Parents will have access to the computer technology at De Anza in the evenings as well, allowing them to become more involved partners in their child's education. A series of evening workshops for parents on technology are planned throughout the school year. These opportunities are designed to strengthen parental involvement in their child's academic life and to support parent decision-making at this critical adolescent developmental period.

Technology use will be integrated in all content areas and will strengthen the instructional programs thus increasing student achievement. Some classroom applications include:

Technology in English/Language Arts. Reading and writing are a natural place to start with the integration of technology and curriculum. Students are constantly reading print and non-print text. Therefore, teachers will capitalize on that familiarity with students incorporating the use of social network sites, blogs, music videos, and others in their delivery of lessons and assignments. When students read for a purpose, to gain pertinent information for a project, for

example, they are more motivated and will spend more time engaged in authentic reading. Time spent reading matched with direct instruction by the teacher will increase their proficiency levels in fluency, comprehension, and analysis. In order for our students to become critical consumers of information, De Anza teachers will address aspects of reading through media differently than the traditional printed text in that they will strategically teach students how to access and filter information and assemble it in a way that is coherent. As teachers become trained in the Visible Thinking Strategies, units of study will be developed using “through-lines” which is the major concept of a unit such as “conflict” and teach the dispositions as they connect to the overarching critical understanding of the unit. In this case, teachers will be trained to use electronic visual images to spark thought and generate questions about the unit of study. Writing will ensue from this questioning on a daily basis as will reading to discover a student’s own meaning as it relates to the concept being studied. As a result, students will have laptops to create text, edit, and revise on an ongoing basis. In Year 3 with the focus on the visual and performing arts, technology will be integrated throughout reading, writing, listening, and speaking. Dramatic presentations will be written and performed, readers’ theatre opportunities will be made available to the students, and students will learn to incorporate video and music into their presentations.

Technology in Mathematics. With the adoption of the new mathematics curriculum, Holt, Rinehart & Winston, 2008 includes electronic learning resources. Teachers have full access to all print resources in PDF format. They can see all workbooks, texts, and print via online access and can assign various lessons using the Learning Management Center. This is where you enter your students so they can have access to the website using their own passwords. Teachers also have full access to the interactive tutorials, lessons, and videos that are available to students online. Students have full access to their textbook via PDF so they are able to enlarge diagrams

and print from anywhere. They also have access to interactive tutorials, lessons, and videos that are coordinated to class/homework problems along with extra practice resources including intervention and enrichment. Another key feature of the interactive component of the Holt math curriculum are the multilingual glossary and practice quizzes. In addition, students have online math “tools” such as algebra tiles, integer chips, and scientific calculators.

We know that technology motivates students to explore problems in a more risk-free learning environment. Since De Anza’s CST scores in mathematics have declined over the past three years, the math teachers are exploring multiple ways of teaching abstract concepts in more concrete ways. Through the use of technology teachers will be able to do this through visual and non-linguistic representations, graphs, multi-media presentations, digital photography, and spreadsheets. Students who do not feel confident in their understanding of mathematics as well as those who do will have more opportunities to explore multiple ways to solve problems cooperatively with other students as it’s integrated with technology. With the implementation of the iMac lab for music and art, the composition of music will also involve real-world mathematical understanding.

Technology in Science: *The Exploring Technology* program for 6<sup>th</sup> grade students allows students access to equipment and activities that challenge them to experiment with the newest technologies that shape their world. The technology lab at De Anza is a real-world learning center; an environment where students use technology to apply knowledge every day. All work stations have a networked computer. Each learning station has day-to-day instructions presented digitally on the computer and guide students through several hands-on activities. One of the goals is better personal performance from receiving instant feedback on daily activities and grades on the computer. The *Green Module* topic areas are written to address 6<sup>th</sup> grade national

and state science standards and include: Earth, Space, Life, Environmental Science, and Technology. In all other science classes, the electronic learning resources from the adopted curriculum will be more widely utilized since teachers will have SmartBoard technology in their classrooms.

Technology in History/Social Science. The Visible Thinking Strategies will become a key component in the teaching of this content area. The teachers at De Anza determine the units of study in each grade level and will develop visible thinking routines to introduce and further explore those units. For example, through the use of visual images such as the photograph, “*Migrant Mother*,” by Dorothea Lange, 8<sup>th</sup> grade history will come alive as they study the role of migrant workers and how from 1935 to 1939, Lange's work for the Resettlement Administration and Farm Security Administration brought the plight of the poor and forgotten, particularly sharecroppers, displaced farm families, and migrant workers to public attention. As students are asked to reflect on this photograph explaining what they see, what they think, and what they wonder, it leads to a rich discussion that builds the roadmap for the unit of study that is student-centered and student-directed.

Technology in Visual and Performing Arts. There are numerous opportunities to integrate technology and the arts. At De Anza an iMac lab using MSAP funding will be created. This lab will be utilized almost exclusively to teach music and art. With software that is native to the Mac (built into the OS operating system) such as *Garage Band*, the students will be able to learn to write music, play an instrument, and/or record a song. Since student netbook computers will be imaged with Photostory 3, iTunes, Paint, Windows Media Player, and Windows Movie Maker, students will be taught how to use these programs in their art, music, and drama classes along with their other core subjects. iMac creative software is even more powerful. According to the

Framework for the Visual and Performing Arts in California Schools adopted in January 2001, “technology is recognized as an essential tool that enhances learning and expression in all the arts disciplines and provides for expanded forms of expression in digital and electronic media. New technologies for the arts, arts-related computer applications, and emerging arts-related careers are especially vital in California, where the demand for individuals with artistic skills and career orientations has been steadily growing in the vast arts and entertainment industry.” The technology skills and projects that will be introduced at each grade level will support the community service project that each student is required to complete.

**6<sup>th</sup> Grade:** Students will learn basic computer skills and graphic design concepts through multimedia project based assignments. The students will learn aspects of Word, PowerPoint, Publisher, Excel and Windows MovieMaker as well as keyboarding and internet safety.

**7<sup>th</sup> Grade:** Students will continue to develop skills established in the 6<sup>th</sup> grade introductory course. More advanced elements of Microsoft Office such as spreadsheets will be taught as well as movie making, animation, and the use of Photoshop Elements. They will continue to work on keyboarding and will be introduced to the technical aspects of computers.

**8<sup>th</sup> Grade:** All students will be expected to do multimedia projects that incorporate use of Microsoft Office Suite including such as voice, video, music, and text. The skills needed to complete these projects would build upon the learning that occurred from 6<sup>th</sup> and 7<sup>th</sup> grade. The multimedia projects would reflect a curricular focus. In addition, community project presentations will give the students the opportunity to learn the technical skills learned. This will culminate in a multimedia presentation including video produced, edited, and presented on our local CAPS TV (Community Access Partners of San Buenaventura).



**Year 2 - Multi-lingual opportunities:** All students at De Anza Academy of Technology and the Arts will have expanded opportunities to learn and develop world languages such as: Spanish, Italian, French, German, Mandarin, Arabic, and/or and American Sign Language. These opportunities will begin in the second project year for 7<sup>th</sup> and 8<sup>th</sup> grade students. Classes in the languages currently offered in VUSD high schools will be offered before school during the “zero period” hour from 8:00 – 9:00 a.m. taught by hourly certificated teachers. Depending on student interest, more advanced Spanish classes may be offered for native Spanish-speaking students. Multilingual opportunities are appropriate for De Anza students to prepare them for success in a global society and meet college/university entrance requirements. It is a natural progression for Spanish-speaking students who wish to fully develop their multilingualism and is a benefit to those students who wish to become bilingual. De Anza already has textbooks for Spanish 1 and the *Rosetta Stone* program for English; this grant will help us expand our offerings beyond the basics to more fully meet the needs of a global citizenship.

**Year 3: Integration of the Arts:** Beginning with Project Year 3, all students at De Anza will receive instruction in the visual and performing arts. Knowing the impact that instrumental music and the Mariachi Band have already had on De Anza students, one goal of the project is to increase arts education, including visual arts, theatre, and dance, for all students. Research shows that, “Students consistently involved in orchestra or band during their middle and high school years performed better in math at grade 12. The results were even more pronounced when comparing students from low-income families. Those who were involved in orchestra or band were more than twice as likely to perform at the highest levels in math as their peers who were not involved in music.” (Catterall, Chapleau, & Iwanaga, 2002).

The Arts/Technology Specialist will begin working in the 2<sup>nd</sup> year of the project to begin designing the courses and providing professional development for the staff in preparation for implementation in Year 3. While there will be stand alone classes in the arts, all teachers will receive instruction in the integration of the arts into the particular subject matter that they teach. Research supports the integration of the arts into the curricula for all students. James Catterall, Professor of Education at UCLA, found through his studies that, “The most expansive areas where the arts pay off are these: first, in basic reading skills, language development, and writing skills. Increases in general academic skills also show up and would appear to reinforce these specific literacy-related developments. Here we refer to focus and concentration, skills in expression, persistence, imagination, creativity, and inclinations to tackle problems with zeal. In addition, a wide range of social skills accompanies learning in the arts and engagement in arts activities: positive social behavior, social compliance, collaboration with others, ability to express emotions, courtesy, tolerance, conflict resolution skills, and attention to moral development” (Catterall, et al., 2002). Another key component of teaching all students the arts is the development of motivation. As teachers struggle to engage students and build the feelings of connection to school, research has shown that the arts develop both motivation and connections. The arts nurture a motivation to learn by emphasizing active engagement, disciplined and sustained attention, persistence and risk taking, among other competencies. Participation in the arts also is an important strategy for engaging and motivating students at risk of dropping out of high school as this study shows: “Students at risk of not successfully completing their high school educations cite their participation in the arts as reasons for staying in school. Factors related to the arts that positively affected the motivation of these students included a supportive environment that promotes constructive acceptance of criticism and one where it is safe to take

risks" (Barry, Taylor, & Walls, 2002). With the support of MSAP funding, integrating the arts will become the great equalizer giving all students the opportunity to develop appreciation, nurture a particular interest, discover a hidden talent, and most importantly, give them the well-rounded education that will enable them to compete in the globalization of the 21<sup>st</sup> century.

Just as we design reading/language arts, math, history, and science instruction to give students the standards-based content they need to achieve or exceed proficiency on the State accountability measures, the visual and performing arts curriculum will be designed so students become proficient in those content standards. Using the Framework for the Visual and Performing Arts in California Schools adopted in January 2001, the focus for the initial implementation of a visual and arts curriculum will be on the historical and cultural context of the arts. The content standards chosen for introductory study will be taught in both enrichment classes taught before and/or after school designed for the four disciplines of the arts as well as integrated into the daily reading/language arts and history/social science classes. The rationale for beginning with the historical and cultural context is to give students an understanding that the documentation of all cultures in history can be interpreted through the study of the arts. The Arts/Technology Specialist will, along with the Lesson Design Teacher Specialist, provide a curriculum map for teachers and units of study for integrating the Visual and Performing Arts content standards into the different curricular areas. Community artists and our partners in this project will offer the enrichment classes in the four disciplines of the arts with each quarter focusing on one discipline as follows:

Quarter 1, Dance, Quarter 2, Music, Quarter 3, Theatre, Quarter 4, Visual Arts

### **Dance: Historical and Cultural Context**

**6<sup>th</sup> Grade** - Students will:

- Compare and contrast features of dances already performed from different countries.
- Explain the importance and function of dance in students' lives.
- Explain the various ways people have experienced dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby naming in Ghana, Latin American celebrations).

**7<sup>th</sup> Grade:** Students will:

- Explain the function of dance in daily life during specific time periods and in countries being studied in history–social science (e.g., North African, Middle Eastern, and Central American dance in ceremonies, social events, traditional settings, and theatrical performances).
- Explain how dance functions among people of different age groups, including their own.

**8<sup>th</sup> Grade:** Students will:

- Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed.
- Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants).

**Music: Historical and Cultural Context**

**6<sup>th</sup> Grade:** Students will:

- Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.
- Listen to and describe the role of music in ancient civilizations (e.g., Chinese, Egyptian, Greek, Indian, Roman).

**7<sup>th</sup> Grade:** Students will:

- Compare music from various cultures as to some of the functions music serves and the roles of musicians.
- Identify and describe the development of music during medieval and early modern times in various cultures (e.g., African, Chinese, European, Islamic, Japanese, South American).

**8<sup>th</sup> Grade:** Students will:

- Compare and contrast the functions music serves and the place of musicians in society in various cultures.
- Identify and explain the influences of various cultures on music in early United States history.
- Explain how music has reflected social functions and changing ideas and values.

**Theatre: Historical and Cultural Context**

**Grade 6:** Students will:

- Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.

**Grade 7:** Students will:

- Compare and contrast various theatre styles throughout history, such as those of Ancient Greece, Elizabethan theatre, Kabuki theatre, Kathakali dance theatre, and commedia dell'arte.

**Grade 8:** Students will:

- Describe the ways in which American history has been reflected in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).

- Identify and explain how technology has changed American theatre (e.g., how stage lighting has progressed from candlelight to gaslight to limelight to electrical light to digital light).

### **Visual Arts: Historical and Cultural Context**

#### **6<sup>th</sup> Grade:** Students will:

- Research and discuss the role of the visual arts in selected variety of resources (both print and electronic).
- View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.

#### **7<sup>th</sup> Grade:** Students will:

- Research and describe how art reflects cultural values in various the parts of the world.
- Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.

#### **8<sup>th</sup> Grade:** Students will:

- Identify major works of art created by women and describe the impact of those works on society at that time.
- Discuss the contributions of various immigrant cultures to the art of a particular society.

Students well versed in the arts will have doors opened to them that others would not. Endless possibilities will exist as a result of their instruction during their stay at De Anza. They will have options to focus on a particularly discipline during their high school years, to attend a college that focuses on some aspect of the arts that interests them, to pursue a career in the arts, and/or to become involved in the artistic community that exists in Ventura.

# Project Narrative

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

Attachment 1:

Title: **Budget-Resources** Pages: **6** Uploaded File: **C:\Documents and Settings\jchancer\Desktop\MSAP\Budget-Resources.pdf**

**Budget and Resources.**

Adequacy of the facilities. De Anza Academy of Technology and the Arts was selected as the site for this project because of the need to restructure under NCLB Program Improvement. This school site offers the following benefits:

Classroom and campus space to welcome additional students. De Anza Academy of Technology and the Arts is located on a beautiful park-like 29-acre site with 32 permanent classrooms; seven are designated for special education. Other classrooms are used for the Family Center, library, computer lab, and technology modules lab. There is a gymnasium and cafeteria. Currently several classrooms are unused due to declining enrollment. De Anza is a single story campus that is fully compliant with Americans with Disability Act. Ventura County Office of Education houses two of its special education classes on the campus. Restrooms have been modified to meet the needs of all students, including students with disabilities and medically-fragile students. We share the campus with a charter school that serves students in preschool through 8<sup>th</sup> grade.

Accessibility for minority students and families. De Anza is located where the largest population of minority and low-income families reside in the City of Ventura. It is within walking distance for most of these families. Parents often arrive on foot, some pushing strollers, to attend evening meetings and school events.

Strategically located within the Ventura Arts Community. The City of Ventura regularly hosts Art Walks and other cultural activities in the area surrounding the De Anza campus. Bell Arts Factory, Brooks Institute of Photography, West Park, the innovative Working Artists of Ventura (WAV) housing collaborative, and our expanding Ventura County Museum of Art and



History are all located within two miles of our magnet school. This is an area rich in opportunities for collaboration with the arts community.

Suitability for the Arts. De Anza currently offers a full instrumental music program from beginning to advanced band and strings classes, funded through site resources. There is a dedicated music room and two performance stages, one inside and one in an outside covered eating area enhanced by a 60- foot mural painted in collaboration by a local nationally-known muralist, De Anza students, staff and community members.

Suitability for technology. De Anza will be the first campus in VUSD to be fully wireless, allowing for flexible and dynamic learning options anywhere on campus. Every classroom is Internet ready. Our library has a unique state-of-the-art video-conferencing system to allow for global collaborative project-based learning options on our campus and beyond. De Anza already has banks of computers available for student use in most classrooms, the Family Center, computer lab, technology lab and the library.

Within Walking Distance of the VUSD Education Services Center and E.P. Foster Elementary School. De Anza is located just two blocks from the VUSD district offices and garden which will facilitate students earning community services hours for working in the garden. This proximity allows a close relationship between district support staff and the De Anza learning community in this new magnet endeavor. Additionally, De Anza is close to a large feeder elementary school, allowing for cross-grade level learning opportunities. For example, the 6<sup>th</sup> grade GATE class recently walked to E.P. Foster and read and shared books they had created especially for the kindergarten children. It was a beautiful example of Service Learning in action.

Convenient location for transporting students from other middle schools. Because De Anza is located near the district transportation center, it is very cost-effective for the district to provide bus transportation for students coming from the other middle schools to attend the De Anza magnet program. The principal has found that this is a key attractor for families with a variety of economic, ethnic, social, linguistic and special needs backgrounds choosing to attend De Anza in fall 2010.

Adequacy of the equipment and supplies.

District funds have already been committed and are used to provide a basic foundation of equipment and supplies for the magnet project. These include teachers’ classroom computers, document cameras, current standards-based core curriculum, classroom libraries, AVID curriculum, Spanish textbooks, and Rosetta Stone software. Additional district funds will be used to provide world language textbooks, supplies for the Word Generation Program and supplies for arts integration. MSAP funds will be used to provide optimal learning environments for participating students, including classroom Smartboards, individual netbooks for all students, iMac computer lab with art/music software, flashdrives for project students, and classroom printers and scanners. The table below is a list of the equipment and supplies to be provided through both grant and local funding that will be used to support our project objectives and activities.

| <b>District Funded</b>  |   |
|---|---|
| <b>Equipment</b>  | <b>Supplies</b>   |
| Furniture and equipment set-ups for all classrooms: desks, chairs, tables, cubbies, teacher chairs, desks, etc. | Library books, core textbooks for all academic content areas, standards-based supplementary materials |

|   |  |
|---|--|
| Wireless access points throughout De Anza campus to support school-wide computer use                              | Scholastic Read 180 Reading Intervention Program                     |
| Desktop computers for each teacher; computers in the library/media center, lab                                    | Consumable supplies for arts integration                             |
| File cabinets, storage units, bookshelves   | Document cameras for classroom use                                   |
| Storage for instruments, art supplies, equipment  | Supplies required for parent education and home-school communication |
| <b>MSAP Funded</b>  |  |
| <b>Equipment. No new equipment purchases are planned using MSAP funds.</b>  |  |
| <b>Supplies</b>   |  |
| Netbook laptop computers for all 6 <sup>th</sup> -8 <sup>th</sup> grade students; computer cases and flashdrives. |  |
| Laptop computers for magnet school teachers (30 total)  |  |
| Classroom printers and scanners (30 total)  |  |
| Smartboards for classroom use (30 total)  |  |
| iMac art/music computer lab (30 computers)  |  |

*Adequacy and reasonableness of the budget for the project in relation to the objectives of the project.* We are requesting \$850,000 per year for each of the three project years. These funds are necessary to purchase student and teacher supplies, hire staff with specializations to support the project design and services, and train teachers in the curricula and pedagogy that will sustain the magnet school. With MSAP funding and the resources allocated by the district for core curriculum and materials, basic staffing, and transportation, we will have adequate funding to address the objectives and complete the activities planned for this project. The project will serve

a growing number of students each year. Our projections are: Year 1 = 537 students, Year 2 = 669 students, and Year 3 = 801 students. In addition, over the course of the project, we will train a project team of an estimated 30 teachers. The per-pupil costs (an average of \$1,271/student each year for the three years of the project) will be sufficient to implement an optimal program design and are reasonable for a project of this size and consequence. Benefits of receiving MSAP funding include the reduction of minority group isolation at De Anza Academy of Technology and the Arts, increased academic achievement for all students, development of the district’s first magnet middle school as a model academic learning center, a team of teachers with advanced skills and experience in desegregation education, increased choice for parents, strong relationships with community agencies committed to supporting Ventura youth, and empowerment of parents and families who envisioned the possibility of our restructured school.

All salaries of project personnel are within the average range for comparable positions within our County. All project expenditures will be monitored by the district fiscal services department to ensure that expenditures meet federal, state, and local 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. The table shows how grant expenditures support MSAP goals.

| <b>MSAP Goals</b>                  | <b>MSAP Supplies</b>                             | <b>MSAP Personnel</b> | <b>MSAP Training</b>                    |
|------------------------------------|--|-----------------------|---|
| 1. Reverse declining enrollment    | Communication supplies/public relations supplies | Project Director      | A World of Difference                   |
| 2. Reduce minority group isolation |  |                       | Visits to other magnet schools          |
| 3. Student ethnic                  |  |                       | International Society for Technology in |

|  |   |   |  |
|--|---|---|--|
| distribution reflects<br>District distribution   |   |   | Education Magnet<br>Conference   |
| 4. Increase interaction<br>among students  |   | Project Director<br>Lesson Design<br>Specialists  | A World of Difference<br>AVID Summer Training<br>Institute   |
| 5. Increase student<br>achievement; more<br>students meet<br>challenging academic<br>standards | Student Netbooks,<br>software,<br>flashdrives<br>Word Generation<br>Smart Boards<br>AVID<br>DYKnow Monitor<br>& Vision<br>Printers & Scanners<br>Faculty Laptops<br>iMac computer lab | Project Director<br>Lesson Design<br>Specialists<br>AVID Coord/Teacher<br>Teacher specialists:<br>Art/Technology<br>World Languages<br>World Languages<br>Teachers<br>Before/After School<br>Program Teachers | Quarterly teacher<br>planning/review<br>meetings<br>CA League of Middle<br>Schools Conference<br>AVID Institute<br>Conferences: ASCD,<br>CABE, CUE, ISTE,<br>CAG<br>Visible Thinking<br>Training |
| 6. Increase parental<br>choice & involvement   | Publications  | Project Director  | CABE Conference<br>(Parent workshops)  |
| 7. Sustain the magnet<br>program beyond the<br>grant funded period                             |   | Project Director  | Quarterly teacher<br>planning/review<br>meetings   |
| 8. Capacity for reform   |   | Project Director  | Planning/Review mtgs.  |

# Project Narrative

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

Attachment 1:

**Title: Evaluation Plan Pages: 6 Uploaded File: C:\Documents and Settings\jchancer\Desktop\MSAP\Evaluation Plan.pdf**

**Evaluation Plan**

Evaluation methods are appropriate to the project. De Anza Academy of Technology and the Arts Magnet School developed eight goals described in the Quality of Project Services that are embedded in the four annual MSAP Performance Measures and two long-term Performance Measures. VUSD anticipates contracting with an independent evaluator who will: 1) assist with data collection, 2) conduct process and outcomes evaluation, 3) assist the Project Director in reporting annually to U.S. Department of Education Office of Innovation and Improvement, 4) report annually to district and community stakeholders, and 5) prepare the final project evaluation report of the Magnet Schools Assistance Program. This Evaluation Plan was developed with a logic model that was created through meetings with key program stakeholders throughout the school-community assessment and planning process.

Data Collection. Program evaluation is data driven. Multiple data sources will be used to determine program effectiveness and report outcomes of project activities:

| Quantitative Data Sources  | Qualitative Data Sources                 |
|--|--|
| CA Basic Education Data System – district and school demographic and descriptive data (CBEDS)  | Event and classroom observations         |
| CA Standards Test – (CST) standards based assessment of ELA, math, science, history disaggregated by numerically significant subgroups | Interviews and focus groups<br>Sociogram |
| District enrollment and student database – attendance, local achievement data (Zangle)   | Portfolio analysis, authentic assessment |

Process Evaluation uses on-site and ongoing monitoring to assess the implementation

status of strategies, activities, programs, and services. Process evaluation allows for timely review and refinement of the project on the basis of self-assessment and program results. The Evaluator will make on-site observations of key magnet school activities to obtain qualitative information on implementation and results. Interviews and focus groups will be used to gather information on project services and their impact on intended recipients. The evaluator will seek input and share process observations with the Principal and Project Director in monthly meetings, and will meet quarterly with the school team to share progress toward identified goals. Process evaluation is critical to meeting projected outcomes: strategies, activities, programs and curricula must be implemented with fidelity in order to produce desired results.

Outcome (Summative) Evaluation. The purpose the outcomes evaluation is to measure student progress and program improvement toward identified performance measures and goals. The evaluator will work with the Project Director to collect and analyze student achievement and other project data. The methodology proposed for the outcome evaluation is quantitative data analysis that will be summarized using descriptive statistics and objective reporting of changes in student achievement. Multiple quantitative data sources will be used to determine magnet school program effectiveness (see Table M) and report data for the Government Performance Measures. Qualitative observations and data will be used to understand and interpret quantitative results.

Success in meeting intended outcomes including desegregation goals. MSAP requirements for annual performance measure reports and the final evaluation report at the end of Year 3 will be completed by the Evaluator with the assistance of the Project Director, Principal, and district staff. Methods to evaluate success in meeting intended outcomes are detailed below.



Table M. Magnet Program Outcomes Evaluation Plan

| <b>MSAP Performance Measure or Goal</b>   | <b>Service or Strategy</b>   | <b>Method of Evaluation</b>   | <b>Timeline</b>  |
|---|--|---|--|
| <p>Performance Measure 1: Reduce minority group isolation. Achieve social, ethnic, racial, economic integration of magnet school – to within 10% of district ethnic distribution by 2015.</p> | <p>Voluntary desegregation plan through Magnet school.</p>   | <p>Quantitative – Enrolment: Number of Magnet school applications; percent enrollment by race, ethnicity, economic, language status, disability. Descriptive stats from CBEDS and district Zangle. Qualitative - observation: classroom balance, student interactions in school and extra-curricular activities</p>   | <p>Annual – CBEDS data; student data from Zangle. Ongoing</p>                                |
| <p>2. Increase interaction among students of different social, economic, ethnic, and racial backgrounds.</p>  | <p>Magnet school of choice recruitment. WEB, AVID, World of Difference, community service learning</p> | <p>Qualitative observation: Implementation and impact. Classroom balance, student participation and interactions in school activities. Student interviews; sociogram with representative sample. Quantitative – Online student survey of all or random sample: <i>Positive Experiences at School Student Survey (PEASS)</i>. “School connectedness” and</p> | <p>Ongoing observations Interviews fall and spring. Sociogram in February. Annual PEASS.</p> |

|  |   |   |                                  |
|--|---|---|----------------------------------|
|  |   | <p>“Meaningful participation” measured with <i>California Healthy Kids Survey (CHKS)</i> Resilience Scale.</p>  | <p>Biannual<br/><i>CHKS</i>.</p> |
| <p>Performance Measure 2:<br/>Percentage from major racial and ethnic groups that meet or exceed State annual progress standards in ELA.<br/>Reduce AYP and API academic gaps.</p> | <p>Technology for 21<sup>st</sup> Century.<br/>One-to-one computing.<br/>Word Generation.</p>                                       | <p>Quantitative: Percent by race, ethnicity, economic, language and disability that meet district benchmarks and targets on California Standards Test (CST) English/LA.<br/>English Learner gains on CELDT.<br/>Perform gaps analysis.<br/>Data sources: DataQuest and Zangle.</p>  | <p>Annual</p>                    |
| <p>Performance Measure 3:<br/>Percentage from major racial and ethnic groups that meet or exceed State annual progress standards in math.<br/>Reduce AYP and API gaps.</p>         | <p>Implement new math curriculum.<br/>One-to-one computing applied to math.<br/>New math hires background = deep math knowledge</p> | <p>Quantitative: Percent by race, ethnicity, economic, and disability enrolled in pre-Algebra in 7<sup>th</sup> and Algebra in 8<sup>th</sup>.<br/>Percent by race, ethnicity, economic, and disability that meet district benchmarks and targets on CST Math.<br/>Perform gaps analysis.<br/>Data sources: DataQuest and Zangle.</p> | <p>Annual</p>                    |

|  |  |  |   |
|--|--|--|---|
| <p>5. Improve academic achievement based on the State’s challenging academic content standards; increase student academic achievement in the instructional areas offered by the magnet school.</p> | <p>Technology for Teaching and Learning.<br/>Visual and Performing Arts.<br/>World Languages.</p>  | <p>Quantitative: Student performance by race, ethnicity, economic, language and disability on district benchmarks.<br/>Percent that increases GPA over the previous school year. Number and percent by subgroup that enroll in various arts programs. AVID program outcomes quantified. Number of teachers who participate in professional development.<br/>Qualitative: Implementation and impact – observations and teacher focus groups. Authentic measures: portfolio assessment, student performances and products.</p> | <p>5A. End of fall and spring semesters<br/>Annual<br/>Focus groups<br/>Ongoing</p> |
| <p>Promote greater parental choice, decision-making and involvement.</p>   | <p>Active outreach and marketing.<br/>Extend learning center activities and hours to families.</p> | <p>Quantitative: Number and race/ethnicity of parents who volunteer or participate in activities at the magnet school. Online and telephone parent survey.<br/>ELAC focus group.</p>   | <p>Annual survey and focus group.</p>   |
| <p>Performance<br/>Measure 4: Cost per</p>   |  | <p>Quantitative: Cost analysis. Compare annual per-pupil costs of magnet</p>   | <p>Annual</p>   |

|  |                           |   |   |
|--|---------------------------|---|---|
| student in the Magnet School.                          |                           | program with per-pupil costs of District’s other middle schools.  |   |
| Increase district capacity to achieve systemic reforms | Professional development. | Qualitative: District and school admin. Teacher focus groups. Chronicling of district schools that implement magnet school strategies | Annual focus grps. Changes over 3 years |

Includes methods that are objective and will produce data that are quantifiable.

Data collection and analysis methods for summative evaluation are primarily quantitative. Data will be analyzed and summarized using descriptive statistics, to include: magnet school desegregation and enrollment data by grade level and race/ethnicity; student descriptive data from CBEDS reporting; student achievement data as measured by California Standards Test – percent proficient by race/ethnicity, economics, language proficiency, and disability; percent meeting Annual Yearly Progress (AYP) by numerically significant subgroups; student achievement data as measured by district benchmarks; percent of English Learners that meet English Language Development benchmarks; school-level *California Healthy Kids Survey* data; number and percent of magnet school students by ethnicity, economic, and disability who participate in various arts or music programs; *Positive Experiences at School Student Survey*, online, administered in AVID in fall and spring.

Reporting. Evaluator will coordinate with school and district personnel to complete all MSAP program reporting requirements and timelines. Evaluator will report student achievement and other project data annually to the School and District Parent Advisory Committee, Governing Board, and Office of Innovation and Improvement.

# Project Narrative

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

Attachment 1:

**Title: Commitment and Capacity Pages: 4 Uploaded File: C:\Documents and Settings\jchancer\Desktop\MSAP\Commitment and Capacity.pdf**

**Commitment and Capacity***Sustaining magnet school activities after grant assistance is no longer available.*

For over 20 years, Ventura Unified School District has successfully implemented numerous federal grant programs that have built capacity for innovative learning environments and addressed the needs of minority students. The district consistently incorporates grant-funded staffing and best practices into ongoing programs and services to sustain the momentum developed with outside funds. Three examples of the district's long-standing commitment to sustaining grant activities are: 1) The Healthy Start program was initiated at one elementary school with federal funds more than 20 years ago. District efforts expanded Healthy Start to two additional elementary schools, one high school, and De Anza Middle School. The Family Centers and services are still in place at these sites, even though funding ended a decade ago. 2) VUSD Dual Language Program started at one elementary school ten years ago with a Title VII grant. The Dual Language Program has grown from one elementary school to three elementary schools, one middle school and one high school. It is a model program in our county and state with strong community and district support. It prompted the VUSD Board to create Multilingual Recognition seals on high school diplomas for graduating seniors, further demonstrating district commitment to multilingualism and to motivate students to continue language studies throughout high school. 3) Ventura High School Smaller Learning Communities program is continuing beyond federal funding to offer two career focused academies: Geography Ecosystems Management System (GEMS) and Culinary Arts and Hospitality Academy (CAHA). Students' commitment to these career

development programs has resulted in higher academic achievement for minority and EL students at Ventura High School.

De Anza will use MSAP funds to build internal capacity:

| <b>MSAP Activities Designed to Build District Capacity</b>   | <b>Plans for Project Continuation</b>  |
|--|--|
| Desegregation through active recruitment and School of Choice Lottery  | Desegregation through active recruitment and School of Choice Lottery at other sites   |
| Magnet school model for desegregation  | Lessons of De Anza applied to other schools  |
| Professional development for teachers in technology, arts, project-based learning, and methods to improve student learning | Trained teachers infuse learned skills into everyday teaching across the curriculum; trainer of trainers model for other teachers      |
| Arts magnet courses and opportunities  | Partnership with local city arts, artists  |
| Technology for 21 <sup>st</sup> Century learning   | Funding for student laptops through partnerships with businesses; Ventura Education Foundation annual fundraising events for education |
| AVID implemented school-wide   | Retain trained teachers. Certification training funded with future state education dollars   |
| World languages  | Partnership with local colleges, high school   |
| Increase parental choice and involvement   | Continue parent choice and involvement   |

*Commitment to the magnet schools project.*

The district's strong commitment to the magnet school is demonstrated by time and resources already committed, including transportation for students to actualize the voluntary desegregation plan. There is a comprehensive plan for building magnet program infrastructure during the funding period and a realistic plan for cost assumption at the conclusion of the grant. This commitment is evident by the involvement of district administration, site leadership, and parents and community members in the planning and writing of this application. A strong philosophical commitment to increasing school choice through our voluntary desegregation plan is evident from the School Board, Superintendent, district management team, and teachers' association leadership.

Before implementation: The Governing Board provided approval and support for the voluntary desegregation plan and provided funding and time for planning and development of the project throughout the 2009-2010 school year. Staff was released to develop project priorities, make presentations to parents at feeder elementary schools and district committee meetings, and work as a team to write this application. Our commitment to De Anza Academy of Technology and the Arts is underscored by the fact that we have already begun to enroll students from throughout the District and will begin the new integrated magnet school in a modified format in August 2010 even if we do not receive grant funding.

During the funding period: The District will be supporting this project through transportation to the magnet program, project-related materials/supplies, and annual field trips to university campuses for all project students as part of the school-wide AVID model. This constitutes a significant allocation of funding and resources to support the project during and beyond the funded period.



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

VUSD has demonstrated commitment to the development of a plan assume program costs and grant funded personnel. The table details the resources that have been identified as to support magnet school activities past the funded period:

| <b>Activities to be supported</b> | <b>Post-grant funding sources</b>  |
|-----------------------------------|--|
| Project personnel                 | Project personnel funded with MSAP dollars will be absorbed into positions district-wide. These personnel build capacity to bring district-wide desegregation to other schools. Some staff will become regular program staff at De Anza as enrollment grows and new classrooms are added. Additional state funds in future years may help. |
| Before-after school programs      | Before and after school programs will be sustained through the partnerships: with the City that funds the PEAK after school program and with new Ventura College SB 70 funds that are dedicated to career education at middle school.  |
| Maintenance of technology         | Assumed by existing district personnel.  |
| Professional development.         | Continue Quarterly Teacher Planning/Review meetings under the Principal's direction funded by Title I  |
| Conference attendance             | Use future Title II Part A funds for staff conferences   |
| Project evaluation                | Data collection/analysis provided by the district with School Library Improvement Block Grant funds  |

# **Project Narrative**

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

Attachment 1:

**Title: Desegregation Plan and Resolution Pages: 5 Uploaded File: C:\Documents and Settings\jchancer\Desktop\MSAP\Desegregation Plan and Resolution.pdf**

**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:

Anna Hinton  
 US Department of Education  
 Office of Innovation &  
 Improvement  
 400 Maryland Avenue SW, Rm  
 4W229  
 Washington, DC 20202-5970

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

**Attach the Following Documents**

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

## **VOLUNTARY DESEGREGATION PLAN**

### **Ventura Unified School District**

---

**Meeting the purpose specified in section 280.4(b) of the Act:** The purpose of this voluntary desegregation plan, adopted by the Ventura Unified School District Board of Education on April 27, 2010, is to provide all students served at De Anza Academy of Technology and the Arts the opportunity to learn in a desegregated environment. This plan proposes to:

- Prevent, reduce, or eliminate social, racial, ethnic or economic isolation
- Remedy the separation of minority youth in one or more schools within the district
- Foster student integration and diversity
- Ensure equal educational opportunity and access for all students
- Develop a specialized, rigorous curriculum
- Provide instruction and experiences that foster understanding and that integrate students of different backgrounds together
- Achieve systemic reforms
- Reverse a trend of declining enrollment
- Provide all students the opportunity to meet challenging State and District content and performance standards
- Provide opportunity to design and develop innovative education methods and practices that promote diversity and increase choices in public school programs
- Foster greater parental decision-making and involvement in students' academic lives

**Non-discrimination policies:** The Governing Board of Ventura Unified School District is committed to equal opportunity for all individuals in education. District programs, activities, and employment shall be free from discrimination based on sex, race, color, religion, national origin, ancestry, ethnic group, sexual orientation, marital or parental status, physical or mental disability, Section 504 disability or any other unlawful consideration. The Board shall promote programs that ensure that discriminatory practices are eliminated in all district activities. (Reference: Board Policy 0410, adopted: May 28, 2002, Ventura, California.)

VUSD is dedicated to providing quality educational opportunities for all students regardless of background characteristics by providing an educational environment that enhances educational success. VUSD is also committed to providing diverse settings for education that promote an understanding and appreciation of cultural differences.

**Plans to prevent, eliminate, or reduce minority group isolation:** The three principle strategies used by Ventura Unified to prevent, eliminate, or reduce the isolation of minority students include: 1) a District-wide policy of school choice, 2) the adjustment of school boundaries to balance student enrollment and to achieve diversity, and 3) the establishment of magnet schools. A magnet school as defined in Sec. 280.4(b) means a public school that offers a special curriculum capable of attracting substantial numbers of students of different racial, ethnic, social, linguistic and economic backgrounds.

Board approved on April 27, 2010

In an effort to encourage voluntary desegregation, the Ventura Unified School District Board of Education reaffirms the importance of magnet schools in VUSD as a tool for voluntary desegregation, and to increase cultural diversity and reduce minority isolation of students at De Anza Academy of Technology and Arts.

The voluntary desegregation plan will apply specifically to the new magnet school, De Anza Academy of Technology and the Arts, and generally to all middle schools in the District, beginning August 1, 2010. To reduce and ultimately eliminate minority group isolation, De Anza Academy of Technology and the Arts will offer a special curriculum, defined in Sec. 280.4(b) as a course of study embracing subject matter or a teaching methodology that is not generally offered to students of the same age or grade level as the students in the magnet school.

VUSD recognizes that magnet schools have been an effective tool in the management of school capacity, while enhancing cultural diversity.

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

Students will be selected for attendance at De Anza Academy of Technology and the Arts magnet school based on the following:

**1. School boundary:** Students who reside within the attendance boundary defined for De Anza Middle School will attend De Anza Academy of Technology and the Arts without application. On a periodic basis, as new housing developments open or other changes occur that effect school demographics, the Board of Education may review and adjust the boundaries for neighborhood schools.

**2. District school of 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, and a description of the procedure for application for alternative attendance areas. Applications for enrollment at the magnet sites will be made available to all VUSD middle school students entering grades 6 through 8 annually. No academic criteria, entrance examination, or performance auditions will be used to select students for the magnet school. 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 enroll a diverse 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. Information will be published in the local newspapers and posted on the District and school websites. |
|  | By District-set deadline, the student selection process for magnet schools will begin.   |
| Priority # 1<br>School Boundary  | Students who reside within the attendance boundary defined for De Anza Middle School will attend De Anza Academy of Technology and the Arts without application.   |

Board approved on April 27, 2010

|  |  |
|--|--|
| Priority # 2<br>Currently Enrolled             | Students currently enrolled at the site will be able to remain through grade 8.  |
| Priority # 3<br>Siblings of Currently Enrolled | All siblings of students currently attending the school will be given priority.  |
| Priority # 4<br>Selection by Lottery           | Students from other VUSD attendance areas may apply. No academic criteria, entrance examination, or performance auditions will be used to select students for the magnet school. 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 enroll a diverse student population for the magnet schools. |
| Priority # 5<br>Intradistrict Transfers        | VUSD students who miss the school of choice window may apply for enrollment through the intradistrict transfer process.  |
| Priority # 6<br>Interdistrict Transfers        | Students from outside of VUSD attendance areas may apply for enrollment through the interdistrict transfer process.  |

**Race-Neutral Selection Factors:**

- School boundary
- District school of choice lottery
- Voluntary intradistrict transfer procedures
- Voluntary interdistrict transfer procedures

**Monitoring:** The District will annually monitor and assess the effectiveness of its efforts to balance diversity at all middle school sites, and its 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 economically disadvantaged students at each school
- The percentage of English Language Learners at each school
- The number of new applications to the magnet school each year
- The effectiveness of the District’s choice programs
- The effectiveness of the District’s magnet schools

VUSD will continue to collect and maintain De Anza Academy of Technology and the Arts data necessary for such analysis and will take any necessary corrective action through race-neutral outreach and recruitment.

BOARD OF EDUCATION  
VENTURA UNIFIED SCHOOL DISTRICT  
RESOLUTION #10-12  
RESOLUTION EXPRESSING BOARD COMMITMENT TO  
VOLUNTARY DESEGREGATION

WHEREAS, Ventura Unified School District (VUSD) desires to provide the best education to all children served by the School District and is committed to equal opportunities for all students throughout the district;

WHEREAS, the student population of VUSD is culturally, geographically, economically, linguistically, racially, and ethnically diverse, and this diversity is a valuable resource for teaching students to live and thrive within a global community;

WHEREAS, VUSD has a responsibility to advocate for our children's education by actively supporting the improvement of Ventura Unified School District's public education system, including its magnet schools;

WHEREAS, VUSD has several magnet schools with enhanced innovative curricula supporting the following goals:

- Achieving voluntary desegregation of schools,
- Alleviating overcrowding issues in the district,
- Expanding educational opportunities and choice throughout VUSD,
- Promoting program innovations to foster system-wide improvements,
- Providing more parental participation through a program of optional school choices, and
- Providing a long-range plan for student assignment and facility use.

WHEREAS, in the same time frame, the United States Congress enacted the Magnet Schools Assistance Program (MSAP) under the Elementary and Secondary Education Act, which was predicated on Congressional findings that:

- Magnet schools are a significant part of the Nation's effort to achieve voluntary desegregation in our Nation's schools.
- These efforts help ensure equal educational opportunities for all students.
- Magnet schools offer a wide range of distinctive programs that have served as models for school improvement efforts.

WHEREAS, the VUSD magnet schools have been an effective tool in the management of school capacity, while enhancing cultural diversity.

WHEREAS, VUSD is committed to providing quality educational opportunities for all students regardless of background characteristics by providing an educational environment that enhances educational success. VUSD is also committed to providing diverse settings for education that promote an understanding and appreciation of cultural differences.

NOW, THEREFORE BE IT RESOLVED, VUSD stands committed to voluntary desegregation, in an effort to reduce and prevent minority group isolation and promote cultural integration.

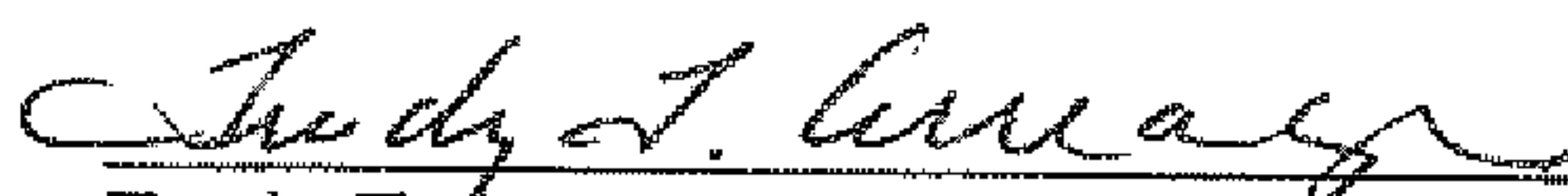
BE IT FURTHER RESOLVED, in an effort to encourage voluntary desegregation, the Ventura Unified School District Board of Education reaffirms the importance of magnet schools in VUSD as a tool for voluntary desegregation, and endorses the application to the United States Department of Education for a Magnet Schools Assistance Program grant to enhance the programs offered to increase cultural diversity and reduce minority isolation of students at DeAnza Academy of Technology and the Arts.  
Board adopted this 27<sup>th</sup> day of April 2010.

4-27-2010

Date

4-27-2010

Date



Trudy T. Arriaga, Ed.D., Superintendent



Debbie Golden, President, Board of Education

# Project Narrative

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

Attachment 1:

Title: **Tables1-2.doc** Pages: **3** Uploaded File: **C:\Documents and Settings\jchancer\Desktop\Tables1-2.doc**



**Table 1: Enrollment Data-LEA Level (LEAs that have NOT converted to new race and ethnic categories) OMB-1855-0011- Expiration 05/31/2010**

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

| Projected Enrollment<br>(Year 1 of Project—October 1, 2010) |  |   |                                      |                              |  |                                     |                   |              |                |             |                |              |  |   |                                      |                              |  |                                     |                   |              |                |             |                |
|---|--|---|--------------------------------------|------------------------------|--|-------------------------------------|-------------------|--------------|----------------|-------------|----------------|--------------|--|---|--------------------------------------|------------------------------|--|-------------------------------------|-------------------|--------------|----------------|-------------|----------------|
| Actual Enrollment<br>(Current School Year—October 1, 2009)  |  |   |                                      |                              |  |                                     |                   |              |                |             |                |              |  |   |                                      |                              |  |                                     |                   |              |                |             |                |
| Grade Level   | American Indian /<br>Alaskan Native (Number) | American Indian /<br>Alaskan Native (%) | Asian / Pacific Islander<br>(Number) | Asian / Pacific Islander (%) | Black (Number)<br>Not of Hispanic Origin | Black (%)<br>Not of Hispanic Origin | Hispanic (Number) | Hispanic (%) | White (Number) | White (%)   | Total Students | Grade Level  | American Indian /<br>Alaskan Native (Number) | American Indian /<br>Alaskan Native (%) | Asian / Pacific Islander<br>(Number) | Asian / Pacific Islander (%) | Black (Number)<br>Not of Hispanic Origin | Black (%)<br>Not of Hispanic Origin | Hispanic (Number) | Hispanic (%) | White (Number) | White (%)   | Total Students |
| <b>K</b>  | 10   | 0.8                                     | 52                                   | 4.0                          | 25                                       | 1.9                                 | 673               | 51.2         | 554            | 42.2        | 1314           | <b>K</b>     | 10   | 0.7                                     | 54                                   | 4.0                          | 30                                       | 2.2                                 | 680               | 50.7         | 568            | 42.3        | 1342           |
| <b>1</b>  | 8  | 0.6                                     | 58                                   | 4.5                          | 32                                       | 2.4                                 | 634               | 49.1         | 560            | 43.3        | 1292           | <b>1</b>     | 10   | 0.8                                     | 52                                   | 4.0                          | 25                                       | 1.9                                 | 673               | 51.2         | 554            | 42.2        | 1314           |
| <b>2</b>  | 13   | 1.1                                     | 52                                   | 4.4                          | 17                                       | 1.4                                 | 577               | 48.8         | 523            | 44.2        | 1182           | <b>2</b>     | 8  | 0.6                                     | 58                                   | 4.5                          | 32                                       | 2.4                                 | 634               | 49.1         | 560            | 43.3        | 1292           |
| <b>3</b>  | 16   | 1.3                                     | 48                                   | 3.8                          | 31                                       | 2.5                                 | 628               | 49.8         | 537            | 42.6        | 1260           | <b>3</b>     | 13   | 1.1                                     | 52                                   | 4.4                          | 17                                       | 1.4                                 | 577               | 48.8         | 523            | 44.2        | 1182           |
| <b>4</b>  | 14   | 1.1                                     | 50                                   | 3.9                          | 32                                       | 2.5                                 | 637               | 49.1         | 565            | 43.5        | 1298           | <b>4</b>     | 16   | 1.3                                     | 48                                   | 3.8                          | 31                                       | 2.5                                 | 628               | 49.8         | 537            | 42.6        | 1260           |
| <b>5</b>  | 13   | 1.0                                     | 39                                   | 3.1                          | 34                                       | 2.7                                 | 610               | 48.3         | 566            | 44.8        | 1262           | <b>5</b>     | 14   | 1.1                                     | 50                                   | 3.9                          | 32                                       | 2.5                                 | 637               | 49.1         | 565            | 43.5        | 1298           |
| <b>6</b>  | 9  | 0.7                                     | 56                                   | 4.2                          | 37                                       | 2.8                                 | 624               | 47.1         | 600            | 45.0        | 1326           | <b>6</b>     | 13   | 1.0                                     | 39                                   | 3.1                          | 34                                       | 2.7                                 | 610               | 48.3         | 566            | 44.8        | 1262           |
| <b>7</b>  | 14   | 1.0                                     | 69                                   | 5.1                          | 46                                       | 3.4                                 | 583               | 43.3         | 635            | 47.1        | 1347           | <b>7</b>     | 9  | 0.7                                     | 56                                   | 4.2                          | 37                                       | 2.8                                 | 624               | 47.1         | 600            | 45.0        | 1326           |
| <b>8</b>  | 12   | 0.9                                     | 69                                   | 4.9                          | 39                                       | 2.8                                 | 623               | 44.4         | 661            | 47.1        | 1404           | <b>8</b>     | 14   | 1.0                                     | 69                                   | 5.1                          | 46                                       | 3.4                                 | 583               | 43.3         | 635            | 47.1        | 1347           |
| <b>9</b>  | 14   | 1.0                                     | 61                                   | 4.2                          | 40                                       | 2.7                                 | 610               | 41.7         | 737            | 50.4        | 1462           | <b>9</b>     | 12   | 0.9                                     | 69                                   | 4.9                          | 39                                       | 2.8                                 | 623               | 44.4         | 661            | 47.1        | 1404           |
| <b>10</b>   | 12   | 0.8                                     | 46                                   | 3.1                          | 34                                       | 2.3                                 | 613               | 41.5         | 773            | 52.3        | 1478           | <b>10</b>    | 14   | 1.0                                     | 61                                   | 4.2                          | 40                                       | 2.7                                 | 610               | 41.7         | 737            | 50.4        | 1462           |
| <b>11</b>   | 22   | 1.5                                     | 77                                   | 5.1                          | 35                                       | 2.3                                 | 599               | 39.9         | 767            | 51.1        | 1500           | <b>11</b>    | 12   | 0.8                                     | 46                                   | 3.1                          | 34                                       | 2.3                                 | 613               | 41.5         | 773            | 52.3        | 1478           |
| <b>12</b>   | 29   | 2.1                                     | 51                                   | 3.8                          | 35                                       | 2.6                                 | 534               | 39.3         | 709            | 52.2        | 1358           | <b>12</b>    | 22   | 1.5                                     | 77                                   | 5.1                          | 35                                       | 2.3                                 | 599               | 39.9         | 767            | 51.1        | 1500           |
| <b>Total</b>  | <b>186</b>                                   | <b>1.1</b>                              | <b>728</b>                           | <b>4.2</b>                   | <b>437</b>                               | <b>2.5</b>                          | <b>7945</b>       | <b>45.4</b>  | <b>8187</b>    | <b>46.8</b> | <b>17483</b>   | <b>Total</b> | <b>167</b>                                   | <b>0.9</b>                              | <b>731</b>                           | <b>4.2</b>                   | <b>432</b>                               | <b>2.5</b>                          | <b>8091</b>       | <b>46.3</b>  | <b>8046</b>    | <b>46.1</b> | <b>17467</b>   |

**Table 1 (Cont'd): Enrollment Data-LEA Level (LEAs that have NOT converted to new race and ethnic categories)**

| Projected Enrollment<br>(Year 2 of Project—October 1, 2011) |   |                                      |                                   |                              |                                       |                                  |                   |              |                |             |                |              | Projected Enrollment<br>(Year 3 of Project—October 1, 2012) |                                      |                                   |                              |                                       |                                  |                   |              |                |             |                |  |  |
|---|---|--------------------------------------|-----------------------------------|------------------------------|---------------------------------------|----------------------------------|-------------------|--------------|----------------|-------------|----------------|--------------|---|--------------------------------------|-----------------------------------|------------------------------|---------------------------------------|----------------------------------|-------------------|--------------|----------------|-------------|----------------|--|--|
| Grade Level   | American Indian/Alaskan Native (Number) | American Indian / Alaskan Native (%) | Asian / Pacific Islander (Number) | Asian / Pacific Islander (%) | Black (Number) Not of Hispanic Origin | Black (%) Not of Hispanic Origin | Hispanic (Number) | Hispanic (%) | White (Number) | White (%)   | Total Students | Grade Level  | American Indian/Alaskan Native (Number)                     | American Indian / Alaskan Native (%) | Asian / Pacific Islander (Number) | Asian / Pacific Islander (%) | Black (Number) Not of Hispanic Origin | Black (%) Not of Hispanic Origin | Hispanic (Number) | Hispanic (%) | White (Number) | White (%)   | Total Students |  |  |
| <b>K</b>  | 9                                       | 0.6                                  | 56                                | 4.1                          | 34                                    | 2.5                              | 688               | 50.7         | 570            | 42.0        | 1357           | <b>K</b>     | 14  | 1.0                                  | 60                                | 4.3                          | 42                                    | 3.0                              | 693               | 49.5         | 590            | 42.2        | 1399           |  |  |
| <b>1</b>  | 10                                      | 0.7                                  | 54                                | 4.0                          | 30                                    | 2.2                              | 680               | 50.7         | 568            | 42.3        | 1342           | <b>1</b>     | 9   | 0.6                                  | 56                                | 4.1                          | 34                                    | 2.5                              | 688               | 50.7         | 570            | 42.0        | 1357           |  |  |
| <b>2</b>  | 10                                      | 0.8                                  | 52                                | 4.0                          | 25                                    | 1.9                              | 673               | 51.2         | 554            | 42.2        | 1314           | <b>2</b>     | 10  | 0.7                                  | 54                                | 4.0                          | 30                                    | 2.2                              | 680               | 50.7         | 568            | 42.3        | 1342           |  |  |
| <b>3</b>  | 8                                       | 0.6                                  | 58                                | 4.5                          | 32                                    | 2.4                              | 634               | 49.1         | 560            | 43.3        | 1292           | <b>3</b>     | 10  | 0.8                                  | 52                                | 4.0                          | 25                                    | 1.9                              | 673               | 51.2         | 554            | 42.2        | 1314           |  |  |
| <b>4</b>  | 13                                      | 1.1                                  | 52                                | 4.4                          | 17                                    | 1.4                              | 577               | 48.8         | 523            | 44.2        | 1182           | <b>4</b>     | 8   | 0.6                                  | 58                                | 4.5                          | 32                                    | 2.4                              | 634               | 49.1         | 560            | 43.3        | 1292           |  |  |
| <b>5</b>  | 16                                      | 1.3                                  | 48                                | 3.8                          | 31                                    | 2.5                              | 628               | 49.8         | 537            | 42.6        | 1260           | <b>5</b>     | 13  | 1.1                                  | 52                                | 4.4                          | 17                                    | 1.4                              | 577               | 48.8         | 523            | 44.2        | 1182           |  |  |
| <b>6</b>  | 14                                      | 1.1                                  | 50                                | 3.9                          | 32                                    | 2.5                              | 637               | 49.1         | 565            | 43.5        | 1298           | <b>6</b>     | 16  | 1.3                                  | 48                                | 3.8                          | 31                                    | 2.5                              | 628               | 49.8         | 537            | 42.6        | 1260           |  |  |
| <b>7</b>  | 13                                      | 1.0                                  | 39                                | 3.1                          | 34                                    | 2.7                              | 610               | 48.3         | 566            | 44.8        | 1262           | <b>7</b>     | 14  | 1.1                                  | 50                                | 3.9                          | 32                                    | 2.5                              | 637               | 49.1         | 565            | 43.5        | 1298           |  |  |
| <b>8</b>  | 9                                       | 0.7                                  | 56                                | 4.2                          | 37                                    | 2.8                              | 624               | 47.1         | 600            | 45.0        | 1326           | <b>8</b>     | 13  | 1.0                                  | 39                                | 3.1                          | 34                                    | 2.7                              | 610               | 48.3         | 566            | 44.8        | 1262           |  |  |
| <b>9</b>  | 14                                      | 1.0                                  | 69                                | 5.1                          | 46                                    | 3.4                              | 583               | 43.3         | 635            | 47.1        | 1347           | <b>9</b>     | 9   | 0.7                                  | 56                                | 4.2                          | 37                                    | 2.8                              | 624               | 47.1         | 600            | 45.0        | 1326           |  |  |
| <b>10</b>   | 12                                      | 0.9                                  | 69                                | 4.9                          | 39                                    | 2.8                              | 623               | 44.4         | 661            | 47.1        | 1404           | <b>10</b>    | 14  | 1.0                                  | 69                                | 5.1                          | 46                                    | 3.4                              | 583               | 43.3         | 635            | 47.1        | 1347           |  |  |
| <b>11</b>   | 14                                      | 1.0                                  | 61                                | 4.2                          | 40                                    | 2.7                              | 610               | 41.7         | 737            | 50.4        | 1462           | <b>11</b>    | 12  | 0.9                                  | 69                                | 4.9                          | 39                                    | 2.8                              | 623               | 44.4         | 661            | 47.1        | 1404           |  |  |
| <b>12</b>   | 12                                      | 0.8                                  | 46                                | 3.1                          | 34                                    | 2.3                              | 613               | 41.5         | 773            | 52.3        | 1478           | <b>12</b>    | 14  | 1.0                                  | 61                                | 4.2                          | 40                                    | 2.7                              | 610               | 41.7         | 737            | 50.4        | 1462           |  |  |
| <b>Total</b>  | <b>154</b>                              | <b>0.9</b>                           | <b>710</b>                        | <b>4.1</b>                   | <b>431</b>                            | <b>2.5</b>                       | <b>8180</b>       | <b>47.2</b>  | <b>7849</b>    | <b>45.3</b> | <b>17324</b>   | <b>Total</b> | <b>156</b>  | <b>0.9</b>                           | <b>724</b>                        | <b>4.2</b>                   | <b>439</b>                            | <b>2.5</b>                       | <b>8260</b>       | <b>47.9</b>  | <b>7666</b>    | <b>44.5</b> | <b>17245</b>   |  |  |

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

| School Name                                      | First School Year as a Magnet School |
|--|--------------------------------------|
| DeAnza Academy of Technology and the Arts (DATA) | 2010-11 School Year                  |
|  |                                      |
|  |                                      |
|  |                                      |
|  |                                      |
|  |                                      |
|  |                                      |
|  |                                      |
|  |                                      |
|  |                                      |
|  |                                      |
|  |                                      |
|  |                                      |
|  |                                      |
|  |                                      |
|  |                                      |
|  |                                      |
|  |                                      |
|  |                                      |
|  |                                      |
|  |                                      |

# Project Narrative

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

Attachment 1:

Title: **Table 3.doc** Pages: **2** Uploaded File: **C:\Documents and Settings\jchancer\Desktop\Table 3.doc**

**Table 3: Enrollment Data-Magnet Schools (LEAs that have NOT converted to new race and ethnic categories) OMB-1855-0011- Expiration 05/31/2010**

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

| Projected Enrollment<br>(Year 1 of Project—October 1, 2010) |  |                                     |                                   |                              |   |  |                   |              |                |             |                |   |
|---|--|-------------------------------------|-----------------------------------|------------------------------|---|--|-------------------|--------------|----------------|-------------|----------------|---|
| Grade Level   | American Indian /Alaskan Native (Number) | American Indian /Alaskan Native (%) | Asian / Pacific Islander (Number) | Asian / Pacific Islander (%) | Black (Number)<br><i>Not of Hispanic Origin</i> | Black (%)<br><i>Not of Hispanic Origin</i> | Hispanic (Number) | Hispanic (%) | White (Number) | White (%)   | Total Students | Grade Level   |
| K   |  |                                     |                                   |                              |   |  |                   |              |                |             |                | K   |
| 1   |  |                                     |                                   |                              |   |  |                   |              |                |             |                | 1   |
| 2   |  |                                     |                                   |                              |   |  |                   |              |                |             |                | 2   |
| 3   |  |                                     |                                   |                              |   |  |                   |              |                |             |                | 3   |
| 4   |  |                                     |                                   |                              |   |  |                   |              |                |             |                | 4   |
| 5   |  |                                     |                                   |                              |   |  |                   |              |                |             |                | 5   |
| 6   | 0  | 0                                   | 1                                 | 0.7                          | 0   | 0  | 129               | 91.5         | 11             | 7.8         | 141            | 6   |
| 7   | 3  | 1.8                                 | 5                                 | 3.0                          | 3   | 1.8  | 146               | 87.4         | 10             | 6.0         | 167            | 7   |
| 8   | 1  | 0.6                                 | 0                                 | 0                            | 3   | 1.8  | 149               | 90.9         | 11             | 6.7         | 164            | 8   |
| 9   |  |                                     |                                   |                              |   |  |                   |              |                |             |                | 9   |
| 10  |  |                                     |                                   |                              |   |  |                   |              |                |             |                | 10  |
| 11  |  |                                     |                                   |                              |   |  |                   |              |                |             |                | 11  |
| 12  |  |                                     |                                   |                              |   |  |                   |              |                |             |                | 12  |
| <b>Total</b>  | <b>4</b>                                 | <b>0.8</b>                          | <b>6</b>                          | <b>1.3</b>                   | <b>6</b>  | <b>1.3</b>                                 | <b>424</b>        | <b>89.8</b>  | <b>32</b>      | <b>6.8</b>  | <b>472</b>     | <b>Total</b>  |
|   |  |                                     | <b>6</b>                          | <b>1.3</b>                   | <b>6</b>  | <b>1.3</b>                                 | <b>440</b>        | <b>81.9</b>  | <b>74</b>      | <b>13.8</b> | <b>537</b>     | <b>Total Students</b>                                   |
|   |  |                                     | <b>9</b>                          | <b>1.7</b>                   | <b>8</b>  | <b>1.5</b>                                 | <b>160</b>        | <b>74.1</b>  | <b>48</b>      | <b>22.2</b> | <b>216</b>     | <b>White (%)</b>  |
|   |  |                                     | <b>5</b>                          | <b>3.0</b>                   | <b>3</b>  | <b>1.8</b>                                 | <b>134</b>        | <b>87.0</b>  | <b>16</b>      | <b>10.4</b> | <b>154</b>     | <b>White (Number)</b>                                   |
|   |  |                                     | <b>3</b>                          | <b>0.6</b>                   | <b>2</b>  | <b>1.3</b>                                 | <b>146</b>        | <b>87.4</b>  | <b>10</b>      | <b>6.0</b>  | <b>167</b>     | <b>Hispanic (%)</b>                                     |
|   |  |                                     | <b>1</b>                          | <b>0.6</b>                   | <b>1</b>  | <b>0.6</b>                                 | <b>160</b>        | <b>74.1</b>  | <b>48</b>      | <b>22.2</b> | <b>216</b>     | <b>Hispanic (Number)</b>                                |
|   |  |                                     | <b>3</b>                          | <b>1.4</b>                   | <b>3</b>  | <b>1.4</b>                                 | <b>160</b>        | <b>74.1</b>  | <b>48</b>      | <b>22.2</b> | <b>216</b>     | <b>Black (%)<br/><i>Not of Hispanic Origin</i></b>      |
|   |  |                                     | <b>1</b>                          | <b>0.6</b>                   | <b>2</b>  | <b>1.3</b>                                 | <b>134</b>        | <b>87.0</b>  | <b>16</b>      | <b>10.4</b> | <b>154</b>     | <b>Black (Number)<br/><i>Not of Hispanic Origin</i></b> |
|   |  |                                     | <b>5</b>                          | <b>3.0</b>                   | <b>3</b>  | <b>1.8</b>                                 | <b>146</b>        | <b>87.4</b>  | <b>10</b>      | <b>6.0</b>  | <b>167</b>     | <b>Asian / Pacific Islander (%)</b>                     |
|   |  |                                     | <b>3</b>                          | <b>0.6</b>                   | <b>2</b>  | <b>1.3</b>                                 | <b>134</b>        | <b>87.0</b>  | <b>16</b>      | <b>10.4</b> | <b>154</b>     | <b>Asian / Pacific Islander (Number)</b>                |
|   |  |                                     | <b>1</b>                          | <b>0.6</b>                   | <b>1</b>  | <b>0.6</b>                                 | <b>160</b>        | <b>74.1</b>  | <b>48</b>      | <b>22.2</b> | <b>216</b>     | <b>Alaskan Native (%)</b>                               |
|   |  |                                     | <b>3</b>                          | <b>1.4</b>                   | <b>3</b>  | <b>1.4</b>                                 | <b>160</b>        | <b>74.1</b>  | <b>48</b>      | <b>22.2</b> | <b>216</b>     | <b>Alaskan Native (Number)</b>                          |

**Actual Enrollment  
(Current School Year—October 1, 2009)**

**Table 3 (Cont'd): Enrollment Data-Magnet Schools (LEAs that have NOT converted to new race and ethnic categories)**

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

| Projected Enrollment<br>(Year 2 of Project—October 1, 2011) |   |  |                                      |                                 |   |  |                   |              |                |             |                |              | Projected Enrollment<br>(Year 3 of Project—October 1, 2012) |  |                                      |                                 |   |  |                   |              |                |             |                |  |
|---|---|--|--------------------------------------|---------------------------------|---|--|-------------------|--------------|----------------|-------------|----------------|--------------|---|--|--------------------------------------|---------------------------------|---|--|-------------------|--------------|----------------|-------------|----------------|--|
| Grade Level   | American Indian /<br>Alaskan Native<br>(Number) | American Indian /<br>Alaskan Native<br>(%) | Asian / Pacific<br>Islander (Number) | Asian / Pacific<br>Islander (%) | Black (Number)<br>Not of Hispanic<br>Origin | Black (%)<br>Not of Hispanic<br>Origin | Hispanic (Number) | Hispanic (%) | White (Number) | White (%)   | Total Students | Grade Level  | American Indian /<br>Alaskan Native<br>(Number)             | American Indian /<br>Alaskan Native<br>(%) | Asian / Pacific<br>Islander (Number) | Asian / Pacific<br>Islander (%) | Black (Number)<br>Not of Hispanic<br>Origin | Black (%)<br>Not of Hispanic<br>Origin | Hispanic (Number) | Hispanic (%) | White (Number) | White (%)   | Total Students |  |
| <b>K</b>  |   |  |                                      |                                 |   |  |                   |              |                |             |                | <b>K</b>     |   |  |                                      |                                 |   |  |                   |              |                |             |                |  |
| <b>1</b>  |   |  |                                      |                                 |   |  |                   |              |                |             |                | <b>1</b>     |   |  |                                      |                                 |   |  |                   |              |                |             |                |  |
| <b>2</b>  |   |  |                                      |                                 |   |  |                   |              |                |             |                | <b>2</b>     |   |  |                                      |                                 |   |  |                   |              |                |             |                |  |
| <b>3</b>  |   |  |                                      |                                 |   |  |                   |              |                |             |                | <b>3</b>     |   |  |                                      |                                 |   |  |                   |              |                |             |                |  |
| <b>4</b>  |   |  |                                      |                                 |   |  |                   |              |                |             |                | <b>4</b>     |   |  |                                      |                                 |   |  |                   |              |                |             |                |  |
| <b>5</b>  |   |  |                                      |                                 |   |  |                   |              |                |             |                | <b>5</b>     |   |  |                                      |                                 |   |  |                   |              |                |             |                |  |
| <b>6</b>  | 3   | 1.1  | 5                                    | 1.9                             | 7   | 2.6                                    | 174               | 64.9         | 79             | 29.4        | <b>268</b>     | <b>6</b>     | 4   | 1.4  | 6                                    | 2.0                             | 9   | 3.1                                    | 178               | 60.5         | 97             | 33.0        | <b>294</b>     |  |
| <b>7</b>  | 3   | 1.3  | 4                                    | 1.7                             | 5   | 2.1                                    | 165               | 69.0         | 62             | 25.9        | <b>239</b>     | <b>7</b>     | 3   | 1.1  | 5                                    | 1.9                             | 7   | 2.6                                    | 174               | 64.9         | 79             | 29.4        | <b>268</b>     |  |
| <b>8</b>  | 1   | 0.6  | 1                                    | 0.6                             | 3   | 1.9                                    | 137               | 84.6         | 20             | 12.3        | <b>162</b>     | <b>8</b>     | 3   | 1.3  | 4                                    | 1.7                             | 5   | 2.1                                    | 165               | 69.0         | 62             | 25.9        | <b>239</b>     |  |
| <b>9</b>  |   |  |                                      |                                 |   |  |                   |              |                |             |                | <b>9</b>     |   |  |                                      |                                 |   |  |                   |              |                |             |                |  |
| <b>10</b>   |   |  |                                      |                                 |   |  |                   |              |                |             |                | <b>10</b>    |   |  |                                      |                                 |   |  |                   |              |                |             |                |  |
| <b>11</b>   |   |  |                                      |                                 |   |  |                   |              |                |             |                | <b>11</b>    |   |  |                                      |                                 |   |  |                   |              |                |             |                |  |
| <b>12</b>   |   |  |                                      |                                 |   |  |                   |              |                |             |                | <b>12</b>    |   |  |                                      |                                 |   |  |                   |              |                |             |                |  |
| <b>Total</b>  | <b>7</b>  | <b>1.0</b>                                 | <b>10</b>                            | <b>1.5</b>                      | <b>15</b>                                   | <b>2.2</b>                             | <b>476</b>        | <b>71.2</b>  | <b>161</b>     | <b>24.1</b> | <b>669</b>     | <b>Total</b> | <b>10</b>   | <b>1.2</b>                                 | <b>15</b>                            | <b>1.9</b>                      | <b>21</b>                                   | <b>2.6</b>                             | <b>517</b>        | <b>64.5</b>  | <b>238</b>     | <b>29.7</b> | <b>801</b>     |  |

# Project Narrative

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

Attachment 1:

Title: **Table 5.doc** Pages: **2** Uploaded File: **C:\Documents and Settings\jchancer\Desktop\Table 5.doc**





**Table 5: Feeder School Enrollment Data (Cont'd)**

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X").
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

| Schools           | Actual Enrollment as of October 1, 2011<br>(Year 2 of Project) |                                       |                                 |                            |  |                                     |                   |              |                |           |                | Projected Enrollment as of October 1, 2012<br>(Year 3 of Project) |                                       |                                 |                            |  |                                     |                   |              |                |           |                |  |  |
|-------------------|--|---------------------------------------|---------------------------------|----------------------------|--|-------------------------------------|-------------------|--------------|----------------|-----------|----------------|---|---------------------------------------|---------------------------------|----------------------------|--|-------------------------------------|-------------------|--------------|----------------|-----------|----------------|--|--|
|                   | American Indian/Alaskan Native<br>(Number)                     | American Indian/Alaskan Native<br>(%) | Asian/Pacific Islander (Number) | Asian/Pacific Islander (%) | Black (Number) Not of Hispanic<br>Origin | Black (%) Not of Hispanic<br>Origin | Hispanic (Number) | Hispanic (%) | White (Number) | White (%) | Total Students | American Indian/Alaskan Native<br>(Number)                        | American Indian/Alaskan Native<br>(%) | Asian/Pacific Islander (Number) | Asian/Pacific Islander (%) | Black (Number) Not of Hispanic<br>Origin | Black (%) Not of Hispanic<br>Origin | Hispanic (Number) | Hispanic (%) | White (Number) | White (%) | Total Students |  |  |
| FEEDER            |  |                                       |                                 |                            |  |                                     |                   |              |                |           |                |   |                                       |                                 |                            |  |                                     |                   |              |                |           |                |  |  |
| Anacapa (6-8)     | 9  | 0.9                                   | 63                              | 6.6                        | 31                                       | 3.3                                 | 446               | 46.9         | 402            | 42.3      | 951            | 9   | 1.0                                   | 62                              | 6.7                        | 30                                       | 3.2                                 | 440               | 47.2         | 391            | 42.0      | 932            |  |  |
| Balboa (6-8)      | 7  | 0.5                                   | 72                              | 5.4                        | 37                                       | 2.8                                 | 541               | 40.8         | 670            | 50.4      | 1327           | 7   | 0.5                                   | 71                              | 5.5                        | 35                                       | 2.7                                 | 532               | 41.3         | 644            | 50.0      | 1289           |  |  |
| B. Reynolds (K-8) | 0  | 0                                     | 3                               | 5.7                        | 1  | 1.9                                 | 16                | 30.2         | 33             | 62.3      | 53             | 0   | 0                                     | 3                               | 5.7                        | 1  | 1.9                                 | 16                | 30.2         | 33             | 62.3      | 53             |  |  |
| Cabrillo (6-8)    | 9  | 0.9                                   | 41                              | 4.1                        | 30                                       | 3.0                                 | 314               | 31.6         | 601            | 60.4      | 995            | 9   | 0.9                                   | 40                              | 4.2                        | 29                                       | 3.0                                 | 308               | 32.0         | 576            | 60.0      | 962            |  |  |
| Sunset (K-8)      | 0  | 0                                     | 0                               | 0                          | 2  | 3.3                                 | 30                | 49.2         | 29             | 47.5      | 61             | 0   | 0                                     | 0                               | 0                          | 2  | 3.3                                 | 30                | 49.2         | 29             | 47.5      | 61             |  |  |
|                   |  |                                       |                                 |                            |  |                                     |                   |              |                |           |                |   |                                       |                                 |                            |  |                                     |                   |              |                |           |                |  |  |
|                   |  |                                       |                                 |                            |  |                                     |                   |              |                |           |                |   |                                       |                                 |                            |  |                                     |                   |              |                |           |                |  |  |

## **Project Narrative**

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

## **Project Narrative**

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

## **Project Narrative**

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

# Project Narrative

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

Attachment 1:

**Title: Table 13-Selection of Students-Priority 3 Pages: 4 Uploaded File: C:\Documents and Settings\jchancer\Desktop\MSAP\Table 13-Selection of Students-Priority 3.pdf**

**Table 13: Selection of Students-Competitive Preference 3**

Instructions:

For each magnet school included in the project:

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

**Magnet School(s):**

Check the appropriate box:

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

Describe the student selection process.

Ventura Unified School District’s voluntary desegregation plan specifies that students will be selected for attendance at De Anza Academy of Technology and the Arts based on the following:

- 1. School boundary:** Students who reside within the attendance boundary defined for De Anza Middle School will attend De Anza Academy of Technology and the Arts without application. On a periodic basis, as new housing developments open or other changes occur that effect school demographics, the Board of Education may review and adjust the boundaries for neighborhood schools.
- 2. District School of Choice lottery:** The District will advise parents of all current statutory attendance options and local attendance options available in the District. This notification will include a description of all options, and a description of the procedure for application for alternative attendance areas. Applications for enrollment at the magnet sites will be made available to all VUSD middle school students entering grades 6 through 8 annually. No academic criteria, entrance examination, or performance auditions will be used to select students for the magnet school. 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 enroll a diverse student population for the magnet schools.

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

|  |  |
|--|--|
|  | <p>Enrollment information and the deadlines for submitting magnet school and other choice applications will be sent to all parents. Information will be published in the local newspapers and posted on the District and school websites.</p> <p>By District-set deadline, the student selection process for magnet schools will begin.</p>  |
| <p>Priority # 1<br/>School Boundary</p>                | <p>Students who reside within the attendance boundary defined for De Anza Middle School will attend De Anza Academy of Technology and the Arts without application.</p>  |
| <p>Priority # 2<br/>Currently Enrolled</p>             | <p>Students currently enrolled at the site will be able to remain through grade 8.</p>   |
| <p>Priority # 3<br/>Siblings of Currently Enrolled</p> | <p>All siblings of students currently attending the school will be given priority.</p>   |
| <p>Priority # 4<br/>Selection by Lottery</p>           | <p>Students from other VUSD attendance areas may apply. No academic criteria, entrance examination, or performance auditions will be used to select students for the magnet school. 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 enroll a diverse student population for the magnet schools. A lottery system will be used to select students once enrollment reaches 800 students.</p> |
| <p>Priority # 5<br/>Intradistrict Transfers</p>        | <p>VUSD students who miss the school of choice window may apply for enrollment through the intradistrict transfer process and will be approved on a space-available, first-come basis.</p>   |

|   |  |
|---|--|
| <p>Priority # 6<br/>Interdistrict Transfers</p> | <p>Students from outside of VUSD attendance areas may apply for enrollment through the interdistrict transfer process and will be approved on a space-available, first-come basis.</p> |
|---|--|

**Race-Neutral Selection Factors:**

- School boundary
- District school of choice lottery
- Voluntary intradistrict transfer procedures (space available)
- Voluntary interdistrict transfer procedures (space available)

**Monitoring:** The District will annually monitor and assess the effectiveness of its efforts to balance diversity at all middle school sites, and its efforts to avoid minority group isolation through the District’s Zangle Student Information System. This will include an analysis of:

- The percentage of minority/non-minority students at each school
- The percentage of economically disadvantaged students at each school
- The percentage of English Language Learners at each school
- The number of new applications to the magnet school each year
- The effectiveness of the District’s choice programs
- The effectiveness of the District’s magnet schools

VUSD will continue to collect and maintain De Anza Academy of Technology and the Arts enrollment and demographic data necessary for such analysis and will take any necessary corrective action through race-neutral outreach

**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.

# Project Narrative

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

Attachment 1:

**Title: Table 14-New Magnet School Pages: 1 Uploaded File: C:\Documents and Settings\jchancer\Desktop\MSAP\Table 14-New Magnet School.pdf**

**Table 14: New or Revised Magnet School Projects-Competitive Preference 4**

Instructions:

For each magnet school identified in Tables 1 – 11:

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate “No Revised Magnet Schools Participating in the Project” in the first “Nature of Revision or Change to the Magnet School” box.
- Use additional sheets, if necessary.

**Magnet School:**

Nature of Revision or Change to the Magnet School:

**No Revised Magnet Schools Participating in the Project.**

Explanation of How or Why the Revision is Significant:

# Project Narrative

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

Attachment 1:

Title: **Assurances.** Pages: **2** Uploaded File: **C:\Documents and Settings\jchancer\Desktop\MSAP\Assurances.pdf**

---

**VI. ASSURANCES AND CERTIFICATIONS**

---

**Magnet Schools Assistance Program Assurances**

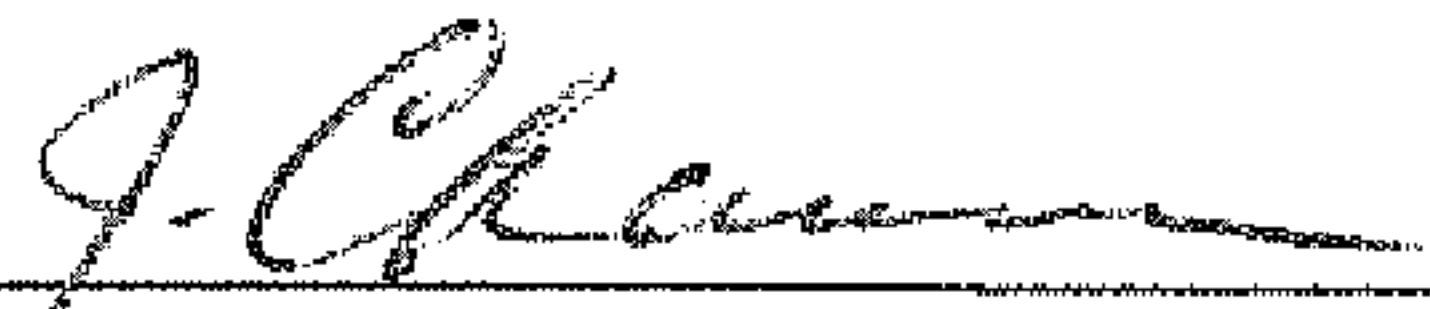
In accordance with section 5305(b)(2) of the ESEA, the applicant hereby assures and certifies that it will—

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

\* \* \* \* \*

If the applicant has an approved desegregation plan—

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

  
\_\_\_\_\_  
Signature of Authorized  
Representative

4/28/10  
Date

## 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                            |                        |              |
| Ventura Unified School District                       |                        |              |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE |                        |              |
| Prefix: Mr.   | First Name: Jeff       | Middle Name: |
| * Last Name: Chancer                                  | Suffix:                |              |
| * Title: Assistant Superintendent                     |                        |              |
| * SIGNATURE: <i>J. Chancer</i>                        | * DATE: April 28, 2010 |              |

# Project Narrative

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

### Attachment 1:

Title: **Resumes of Key Personnel** Pages: **10** Uploaded File: **C:\Documents and Settings\jchancer\Desktop\MSAP\Resumes of Key Personnel.pdf**

## **Résumé - Jeff Chancer**

(b)(6)

(b)(6)

**Work (805) 641-5000**

(b)(6)

### **Education**

- 1980            Masters of Education Degree in School Administration  
Loyola Marymount University  
Los Angeles, CA
- 1971            Bachelor of Arts Degree in Physical Education  
University of California  
Santa Barbara, CA

### **California Credentials**

Administrative Service Credential (Life) Grades K-14  
Standard Secondary Teaching Credential (Life) Grades 7-14

### **Administrative Experience**

- 2003-present    Assistant Superintendent  
Ventura Unified School District  
255 W. Stanley Avenue Suite 100  
Ventura, CA 93001        (805) 641-5000
- 2001-03         Assistant Superintendent  
Oxnard School District  
1051 South "A" Street  
Oxnard, CA 93030        (805) 487-3918
- 1996-01         Associate Superintendent  
Ocean View School District  
4200 Olds Road  
Oxnard, CA 93033        (805) 488-4441
- 1988-96         Principal – Oak Park High School  
Oak Park Unified School District  
5801 Conifer Street  
Oak Park, CA 91301       (818) 735-3200
- 1985-88         Principal – Isbell Middle School  
Santa Paula School District  
201 S. Steckel Dr.  
Santa Paula, CA 93060   (805) 933-8800



1982-85            Assistant Principal - Ocean View School District  
4200 Olds Road  
Oxnard, CA 93033        (805) 488-4441

1980-82            Principal – Culver City High Continuation School  
Culver City Unified School District  
4034 Irving Place  
Culver City, CA 90230    (310)

### **Teaching Experience**

1976-80            Head Teacher Culver City High Continuation School  
Culver City Unified School District  
Culver City, CA

1975-76            Ventura County Juvenile Courts School  
Ventura County Schools  
Ventura, CA

### **Professional Organizations**

- Association of California School Administrators (ACSA)
- Association for Supervision and Curriculum Development (ASCD)
- National Association of Secondary School Principals (NASSP)
- Phi Delta Kappa (PDK)

### **References**

**Trudy T. Arriaga, Superintendent**  
Ventura Unified School District  
255 W. Stanley Avenue  
Ventura, CA 93001  
(805) 641-5000

**Nancy Carroll, Superintendent**  
Ocean View School District  
4200 Olds Road  
Oxnard, CA 93033  
(805) 488-4441

**Stan Mantooth, Superintendent**  
Ventura County Schools  
5189 Verdugo Way  
Camarillo, CA 93012  
(805) 383-1901

**Charles Weis, Superintendent**  
Santa Clara County Office of Education  
1290 Ridder Park Drive  
San Jose, CA 95131  
(408) 453-6500

### **Dennis Fox, President**

*DF Education Consulting Services, Inc*  
716 29<sup>th</sup> Street  
Manhattan Beach, CA 90266  
(310) 545-4261

**Barbara J. D'Incau, Ph.D., NCSP**

Licensed Educational Psychologist

[barbaradincau@mac.com](mailto:barbaradincau@mac.com)

PO Box 3646  
Ventura, CA 93006

805-403-6143  
Fax 805-644-1434

**Professional Activities and Positions**

- Private Practice in Child and Adolescent Assessment, Consulting, Program Evaluation, Grant Writing and Educational Psychology, with an emphasis on improving systems of care for economically disadvantaged populations and children with special needs
- Program Consultant to Ventura County Office of Education – Student Healthy and Wellness Programs
- Program Consultant and Prevention Education Specialist with Carpinteria Unified School District Safe Schools/Healthy Students grant project
- Program Development Consultant and Grant Writer for Carpinteria Unified School District, Ventura Unified School District

**Program Evaluation Experiences**

**2000-2010**

Evaluation team prevention specialist for Safe Schools/Healthy Students project, Carpinteria Unified School District 2007-present

Evaluator and grant writer for *Project PODER: Promoting Opportunities to Develop Educational Resiliency*, primary prevention and early intervention program for elementary school youth, Oxnard School District. 2003-2006

Evaluator and grant writer for Oxnard Neighborhood for Learning, a school readiness initiative of First 5 Ventura County, for Oxnard School District. Facilitated program development, data collection, developed evaluation tools to measure programs processes and outcomes, and completed contract monitoring and reporting of program results. 2000-2006

Associate Evaluator with Lois Phillips, Ph.D. for the First 5 Santa Barbara Office of Early Care and Education, Santa Barbara County. 2004-2005

Independent Evaluator for Kamala School Program Improvement and High Priority Schools grant. 2003-2005

Independent Evaluator for City Impact home-based family literacy project. 2003-2005

Independent Evaluator for Harrington Elementary After School Academy. 2003-2005

Co-developed First 5 Ventura County evaluation plan, in collaboration with the Center for Excellence in Early Childhood Development and UCLA Center for Healthier Children, Families, and Communities evaluation staff. 2002

Evaluation consultant for First 5 Ventura County One-Time Funding for High Impact/High Innovation and Barrier Reduction Initiative. Wrote and produced the evaluation report of the One-time Funded Initiative. 2002-2003

Peer reviewer for U.S. Department of Education, Office of Safe and Drug-Free Schools prevention and intervention grants. 2002-2008

Evaluation consultant to Even Start Programs, with L. Phillips and Strategic Change Associates. 2001-2004

**Consultation**

**2001-2010**

Consultant and prevention educator for **Carpinteria Unified School District** Safe Schools/Healthy Students project. 2007-present.

Consultant to **Ventura County Office of Education** – Student Healthy and Wellness Programs to produce the project summary *Creating Asset Rich Environments for Children and Youth – 2009 Update*

Subject Matter Expert in Educational Psychology to **California Board of Behavioral Sciences** 1989-present

Consultant to **BASICO** (Building Assets Strengthening Individuals and Community) CAREs (Creating Asset Rich Environments for Children and Youth) with **Ventura County Office of Education**. 2006-present.

Consultant with **Rio School District** to develop Response to Intervention implementation plan. 2008-2009.

Consultant to **KIDS Network, Child Abuse Prevention Council, Child Welfare Services and Differential Response Task Force** of Santa Barbara County, Front Porch Expansion Operational Plan. 2006-2007

Member. **Ventura County Behavioral Health Circle of Care** – Community Behavioral Health Programs for Children and Adolescents. 2006-present

Member. **Ventura County Partnership for Safe Families & Communities (VCPSFC)**. 2003-2007

Consultant in Child Development to **Even Start Early Literacy Project**, A City Impact Project. 2001-2005

**Oxnard, Greater Ventura, and Moorpark/Simi Neighborhoods for Learning Collaboratives (First 5)**: Consultation, grant writing, program development. 2001-2006

**Education**

Ph.D. UNIVERSITY OF CALIFORNIA, SANTA BARBARA  
August 1999 Counseling/Clinical/School Psychology  
Specializations in school psychology and interdisciplinary human development

M.A. CALIFORNIA STATE UNIVERSITY, NORTHRIDGE  
May 1977 Psychology

B.A. UNIVERSITY OF THE PACIFIC, Suma Cum Laude  
May 1974 Psychology

**License and Certification**

Nationally Certified School Psychologist  
Licensed Educational Psychologist  
California Community College Credential  
Advanced Pupil Personnel Services Credential (California)

**Language Proficiency**

Spanish, oral and written

**Specialized Training**

Training in program evaluation through The Evaluator's Institute, 2004

Trainer-of-Trainers Certification in Mandated Reporter Training, 2007

Completed two clinical institutes with the Children's' Research Triangle/Child Study Center in assessment and treatment of children with substance-related neurodevelopmental disorders and fetal alcohol spectrum disorders

APA Accredited pre-doctoral clinical internship in pediatric health psychology and infant/child/adolescent neuropsychology, Children's Hospital of Orange County, Department of Behavioral Health

**Professional Affiliations**

American Psychological Association  
California Psychological Association  
National Association of School Psychologists  
California Association of School Psychologists –Region VIII Representative  
Board of Behavioral Sciences, Subject Matter Expert  
Council for Exceptional Children  
Council for Children with Behavioral Disorders  
Founding Member and President-Elect, Ventura County Association of School Psychologists

## RickAnne Roundy-Harter

(b)(6)

aroundy@clunet.edu

### Education

Ed.D., Educational Leadership, California Lutheran University  
Dissertation: *Principal Coaching and Self-Determination Theory*

M.A., Educational Administration, *With Distinction*, CSU, Northridge

M.Ed., Emphasis: Teaching, University of California, Santa Barbara

B.A. English, *Highest Honors*, University of California, Santa Barbara

### Experience

#### De Anza Middle School

2006-Present

Principal

- Oversee a Title I, Program Improvement middle school (6<sup>th</sup> -8<sup>th</sup> grade); 480 students; ~85% Hispanic/Latino, majority are English Learners
- API has risen steadily during my leadership; grew 31 points in 2009
- Improved attendance annually; now at 97%+, exceeding district goal
- Responsible for staffing, budgeting, evaluations, facilities, culture, climate, parent outreach, instructional leadership, staff development, scheduling, student and staff supervision, and major site decisions
- Wrote annual *Single Plan for Student Achievement* with input from district, PTA, ELAC, Leadership, and School Site Council members
- Navigated staff through NCLB Program Improvement Restructuring
- Actively worked with a variety of district, school, and community stakeholders to create and sustain a professional learning community in our school, developing a new schedule, creating weekly teacher collaboration time, and designing an advisory program for students
- Implemented, with staff and community input, Dr. Marvin Marshall's *Raise Responsibility* system of positive behavior; disciplinary incidents have decreased and attendance has increased under this new system
- Envisioned and realized, in tandem with Leadership Ventura, a beautification project to bring a 60' mural to our campus eating area
- Secured nine-week *Parent Institute* training for 126 Spanish-speaking parents; worked with Adult Education to bring adult ESL classes on site
- Actively sought and hired effective bilingual staff: office manager, clerk, assistant principal, counselor, and teachers, to meet community needs
- Active member of Family School Community Partnership Committee
- Provide ongoing professional development training to leadership colleagues through involvement in the district CSTP Planning Committee

#### Buena High School

2003-2006

Assistant Principal, Instructional Services

- Coordinated curriculum for all content areas; provided support and training for alignment of content standards within and among departments; developed in-services on teaching strategies and content standards; informed staff of national, state, district research and reforms
- Test coordinator: organized, ordered materials, scheduled, trained staff

- Developed, built, and planned master schedule, for a staff of 90+ teachers; used enrollment and registration data to determine courses; assigned teaching placements; helped staff develop new courses
- Supervised and evaluated certificated and classified staff members
- Wrote and edited *Single Plan for Student Achievement* documents
- Site leader of the *English Learner Accountability Task Force*
- Collaborated with various stakeholders on multi-year projects such as the Smaller Learning Communities Committee and Advisory Committee
- Oversaw categorical budgets; processed requisitions; determined needs
- Actively provided professional development in: content standards, teaching English Learners, classroom management, effective teaching strategies; sought out meaningful training opportunities for all staff

**Accomplishments**

- ACSA Region 13 Middle Grades Principal of the Year 2009
- California Lutheran University *STRIVE for Excellence in Educational Leadership Doctoral Fellowship* Recipient, 2008-2009
- ACSA California Co-Administrator of the Year, 2006
- Successfully led Buena to graduate from COMITE audit, Spring 2005
- Successfully led staff to a full 6-year WASC accreditation in my first year as assistant principal while obtaining my administrative credential
- Received two Ventura Education Partnership grants and three Impact II Teaching grants; Sallie Mae First Class Teacher nominee; PTSA award
- Phi Beta Kappa
- UCSB William R. Frost Award (Top Student, English)

**2001-2003**

**School Improvement Specialist**

- Facilitated Focus on Learning (WASC) process; coordinated and planned staff development and compliance activities
- Scheduled, supervised, and led monthly School Site Council meetings
- Edited and published internal and external publications; public relations
- Organized and disseminated information for Coordinated Compliance Review (CCR) process and Focus on Learning/WASC preparation

**1994-2003**

**English Teacher**

- English Department Chair, 2000-2003
- Taught a variety of classes, from remedial English to Creative Writing
- With a teacher colleague, designed, developed, implemented, and team-taught a block course integrating English 106 and World History
- Trained colleagues from all departments in workshops

**Recent Professional Development**

Member: ACSA, ASCD, PTA, CAG; annual contributions to UNICEF  
 Speaker: California Lutheran University Graduate Student Symposium (2010)  
 Speaker: International Peace Conference, University of San Diego (2009)  
 Completion of Tier II Credential (AB75)  
 Workshops: RtI<sup>2</sup> for English Learners, AVID Strategies, NCPI training  
 Beginning Teacher Support Provider training, Ventura County Office of Education  
 California Standards for the Teaching Profession (CSTP) Committee, 2005-2009

**References**

Gladly available upon request.

## References for Anne Roundy-Harter

De Anza Middle School  
(805) 641-5165

|                                      |  |        |
|--------------------------------------|--|--------|
| Hector Guerrero, Assistant Principal | <a href="mailto:Hector.Guerrero@venturausd.org">Hector.Guerrero@venturausd.org</a> | x.1015 |
| Rosa Salcido, Office Manager         | <a href="mailto:Rosa.Salcido@venturausd.org">Rosa.Salcido@venturausd.org</a>       | x.1010 |

*I invite you to contact any staff member at De Anza regarding my leadership qualities.*

Ventura Unified School District  
(805) 641-5000

Dr. Trudy Tuttle-Arriaga, Superintendent  
x.1014  
[Trudy.Arriaga@venturausd.org](mailto:Trudy.Arriaga@venturausd.org); [TArriaga@clunet.edu](mailto:TArriaga@clunet.edu)

Jeff Chancer, Assistant Superintendent, Educational Services  
x.1021  
[Jeff.Chancer@venturausd.org](mailto:Jeff.Chancer@venturausd.org)

Kathy Asher, Director of Curriculum and Instruction  
x.1023  
[Kathy.Asher@venturausd.org](mailto:Kathy.Asher@venturausd.org)

Rene Rickard, Director of Student Performance and Program Evaluation  
x.1065  
[Mehereen.Rickard@venturausd.org](mailto:Mehereen.Rickard@venturausd.org), or, [Rene.Rickard@gmail.com](mailto:Rene.Rickard@gmail.com)

Nancy Maxson, Coordinator of Health Services  
x.1135  
[Nancy.Maxson@venturausd.org](mailto:Nancy.Maxson@venturausd.org)

### California Lutheran University

Dr. Thomas McCambridge, Faculty (Co-presenter at USD International Peace Conference)  
(805) 493-3818; [mccamb@callutheran.edu](mailto:mccamb@callutheran.edu)

### Friends and former colleagues from Buena High School

Cherie Eulau, co-teacher for five years, now at Foothill Technology High School  
(805) 653-6143, home; [Cherie.Eulau@venturausd.org](mailto:Cherie.Eulau@venturausd.org)

Karen Powers, teacher, now at Foothill Technology High School  
(805) 984-7032, home; [Karen.Powers@venturausd.org](mailto:Karen.Powers@venturausd.org)

Mike Johnson, former principal, Buena High School, now retired  
(805) 340-8131, cell phone

**Additional references gladly available upon request.**

## **Alexander Patrick Wulff**

Phone: 805-672-2701 extension 2103

Fax: 805-672-2702

E-mail: alex.wulff@venturausd.org

Saticoy Elementary School

760 Jazmin Avenue

Ventura, California 93004

### **Objective**

To collaborate with and train colleagues in the development and implementation of innovative and effective instructional practices utilizing project based learning, technology, and formative ongoing assessment.

### **Education**

Hobart and William Smith Colleges, Geneva, NY

Bachelor of Arts, German

June 1993

Pepperdine University

Master of Arts, Education

August 2000

### **Awards, Fellowships, Grants**

Ventura County Teacher of the Year

January 2007

BP A Plus for Energy Grant Winner

January 2007

Winner Enhancing Education Through Technology Grant

August 2006-2008

CUE Conference, County Representatives

February 2004

Title V Innovative Schools Grant

September 2003-2005

QAD, Technology Educator Award

May 2003

### **Positions Held**

#### **Lesson Design Specialist**

March 2010 - Present

Develop innovative, project based, technology enhanced curriculum for grades K-12. Provide professional development in the creation of said curriculum and the use of ongoing formative assessment to guide instruction. Create web-based learning environments to enhance and extend student learning both at school and in the home.

#### **Educator**

September 2000 – Present

Mastered data driven instruction through formative ongoing assessment resulting in district leading academic performance in math, language arts, and science based on California Standards Test. Developed comprehensive project based curriculum, aligned to California Standards and enhanced by virtual learning environments.

#### **Lead Technology Trainer**

August 2006 - 2008

Created and provided instruction to 4th and 5th grade teachers on integration of technology with curriculum, and formative ongoing assessment to guide instruction. Identified, implemented, and experimented with a variety of web based and server based instructional resources.



**Grant Writer/Manager**

August 2006 - 2008

Enhancing Education Through Technology (EETT) Grant author, winner, and manager. Successfully wrote a \$1,000,000, 3 year grant bringing professional development, hardware, and software resources into all VUSD 4th and 5th grade classrooms. Managed grant budget, assessment, and goals over a 3 year period, created community and corporate partnerships and established a technology academy in the 4th and 5th grades at Saticoy Elementary School.

**Languages**

Fluent in German

**Computer Skills**

School City

Intel Assess

Edusoft

Creation of Blogs and Wikis (Thinkquest.org)

MS Office Suite

Web Design

Word Q

United Streaming

# Project Narrative

## Project Narrative-Letters of Support (Optional)

Attachment 1:

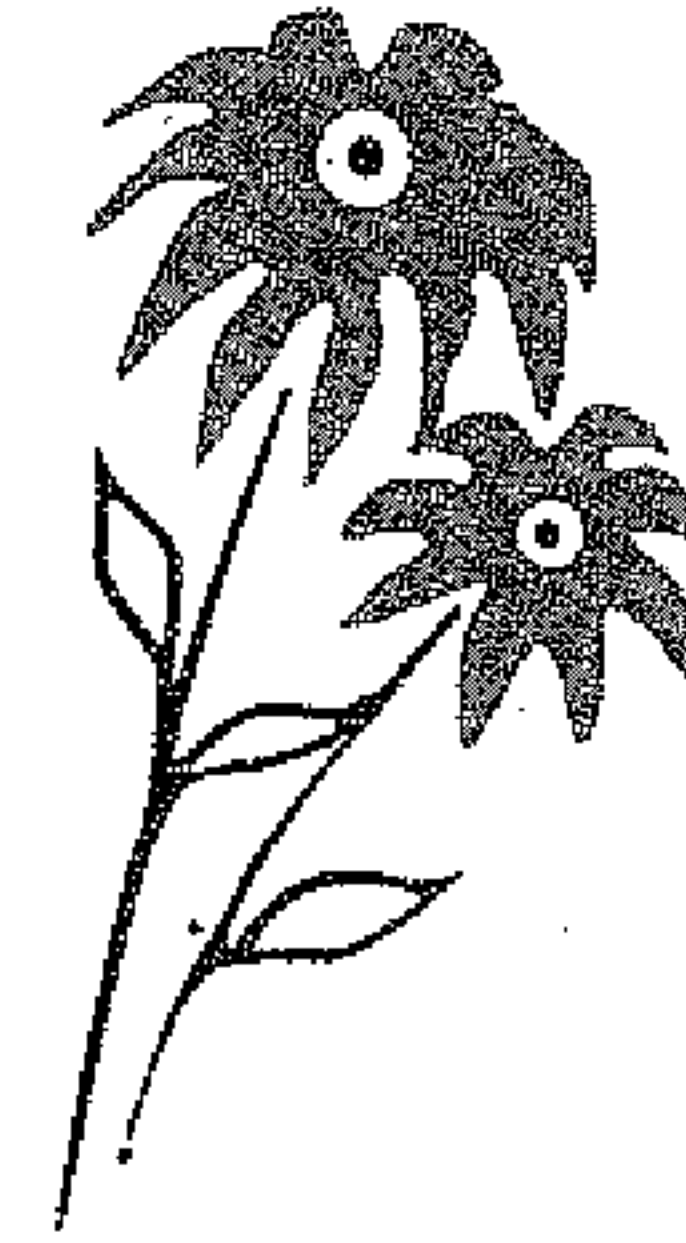
Title: **Letters of Support** Pages: **10** Uploaded File: **C:\Documents and Settings\jchancer\Desktop\MSAP\Letters of Support.pdf**

VENTURA UNIFIED SCHOOL DISTRICT

*Education Service Center*

**Board of Education**

Debbie Golden, President  
B. J. Fitzgerald, Vice President  
Velma Lomax  
John B. Walker  
Mary Haffner



255 W. Stanley Avenue  
Suite 100  
Ventura, California 93001-1348  
(805) 641-5000 x1013  
FAX (805) 653-7855

THE POINSETTIA CITY BY THE SEA

**Trudy Tuttle Arriaga, Ed.D.**  
Superintendent

April 27, 2010

Mr. Jeff Chancer  
Assistant Superintendent of Ed Services  
Ventura Unified School District  
255 W. Stanley Ave. Suite 100  
Ventura, CA 93001

To Whom It May Concern:

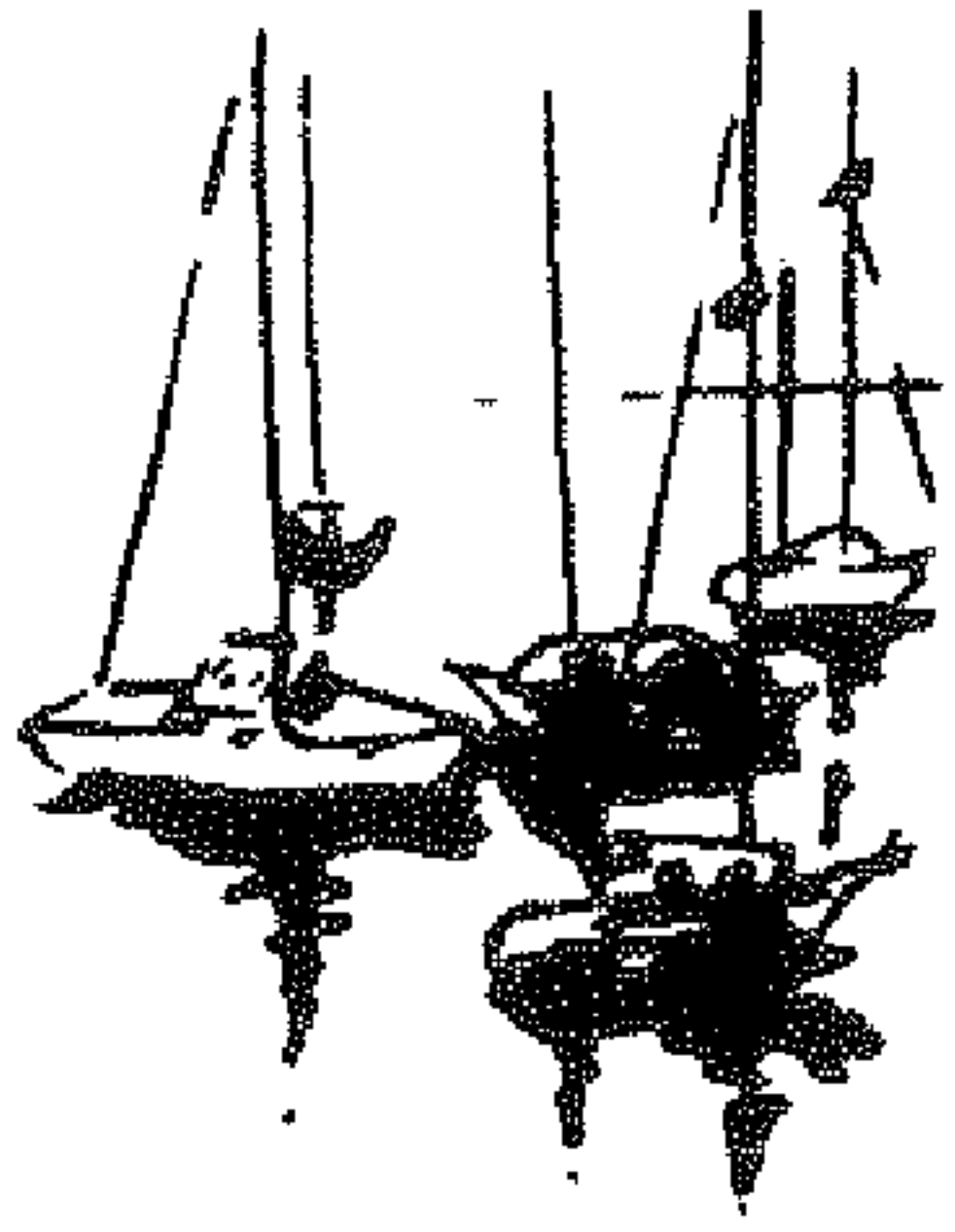
In keeping with the vision of the Ventura Unified School District to ensure Safe, Healthy, High Performing Schools, it is a privilege to write in support of the application for the Magnet School Assistance Program for DeAnza Middle School. As a recipient of this grant award, De Anza Middle School's program will be strengthened. The District will be able to develop and implement systemic reforms that will provide all students with the opportunity to meet challenging State academic content standards.

As the Board President, if selected, I am confident that the Ventura Unified School District will carefully implement this grant to ensure that all students enrolled in the magnet school program have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

Thank you for your consideration of the Ventura Unified School District. I believe we are a perfect fit for the Magnet Schools Assistance Program grant. For additional questions or information, please do not hesitate to call.

Sincerely,

Debbie Golden  
President, Board of Trustees  
Ventura Unified School District  
805 653-5175



---

## VENTURA UNIFIED EDUCATION ASSOCIATION

1727 Mesa Verde Avenue, Suite 120 Ventura, CA 93003 • (805) 644-0876 • Fax (805) 642-6239

---

CHARTER CHAPTER CALIFORNIA TEACHERS ASSOCIATION NATIONAL EDUCATION ASSOCIATION

---

To: Magnet Schools Assistance Program

From: Ventura Unified Education Association

Re: De Anza Middle School's Magnet Schools Assistance Program grant application

Date: April 22, 2010

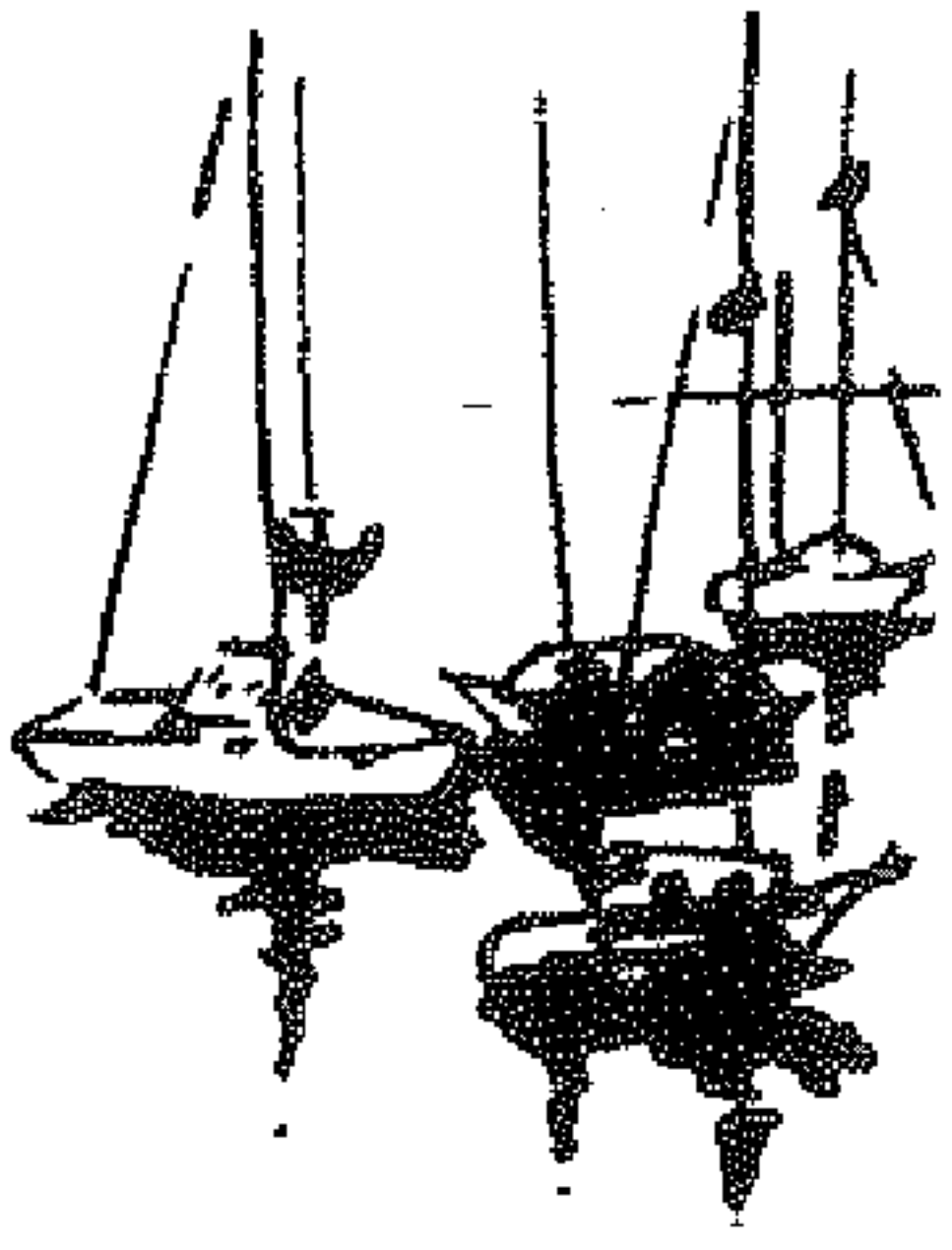
This letter is to inform you that the Ventura Unified Education Association (VUEA) strongly supports Ventura Unified School District (VUSD) and De Anza Middle School in their Magnet Schools Assistance Program grant.

For many years, VUSD has been at the forefront of innovative methods designed to bring students from different social, economic, ethnic and racial backgrounds together. VUSD has vigorously pursued techniques in order to better educate these groups and to "close the achievement gap". The creation of the magnet school, De Anza Academy of Technology and the Arts, is yet another fine example.

The following quotes from VUSD's Mission Statement are indicative of the high priority VUSD has always placed on helping the economically less fortunate. "The Ventura Unified School District will educate all students in safe, healthy and high-performing schools." "Every student can learn." "We will value and celebrate diversity, and treat all people with dignity and respect."

I have worked and lived in Ventura for 30 years plus. I can personally attest that VUSD has "walked the talk" of this mission statement. VUSD has always set the bar high when it comes to providing an equal education for all children. They have repeatedly gone above and beyond in their quest to provide a quality education for all children in Ventura. I have personally witnessed a great many students attain a quality education in VUSD and go on to achieve the American dream. It has been a joy to watch. It has been a thrill to be part of a district that has made this happen with great regularity.

As someone from very humble beginnings, I completely understand that education is the best and most likely path to upgrading one's lot in America. I applaud VUSD for its efforts and success in helping and continuing to help all students learn and achieve, in spite of tough economic times. I applaud the United States government for its efforts to assist VUSD and other districts across our nation.



---

## VENTURA UNIFIED EDUCATION ASSOCIATION

1727 Mesa Verde Avenue, Suite 120 Ventura, CA 93003 • (805) 644-0876 • Fax (805) 642-6239

---

CHARTER CHAPTER CALIFORNIA TEACHERS ASSOCIATION NATIONAL EDUCATION ASSOCIATION

---

VUEA, the local teachers' union, is a proud contract partner with VUSD. We have worked together for many years, in many areas. VUEA and VUSD worked together in the transformation of De Anza Middle School into De Anza Academy of Technology and the Arts. VUEA's members are very excited about the innovative programs that have been created to serve the diverse students at De Anza. Additional funds and continued collaboration will enable VUSD, in conjunction with VUEA, to further increase our ability to deliver an outstanding education to the children we serve at De Anza.

As president of the Ventura Unified Education Association, it is a great pleasure and honor to write this letter of support for Ventura Unified School District's Magnet School Assistance Grant.

*Stephen P. Blum, Esq.*

Stephen P. Blum, Esq.

Ventura Unified Education Association President

Ventura County Community College District Trustee

VENTURA UNIFIED SCHOOL DISTRICT

*Education Service Center*



255 W. Stanley Avenue  
Ventura, California 93001  
(805) 641-5000  
FAX (805) 653-7861

THE POINSETTIA CITY BY THE SEA  
Educational Services Division  
Bilingual Education

**Ventura Unified School District  
District English Learner Advisory Committee**

April 26, 2010

To Whom It May Concern,

The District English Learner Advisory Committee represents the needs of English Learner students in District planning processes. We meet throughout the year for training and to advise the Ventura Unified School District as it plans programs and services to meet the needs of English Learners.

This year we have been actively involved in plans to restructure De Anza Middle School. We are delighted that the District is pursuing every effort to keep it open next year as De Anza Academy of Technology and the Arts. We are very supportive of the integration plan and the services to be provided for students, parents and staff. We expect that the integration plan will eliminate the ethnic, economic and linguistic isolation that students currently experience at De Anza. We know that our students will benefit from greater opportunities to utilize technology as a learning tool; we've recognized this need for a long time. We are encouraged that the District values multilingualism, as evidenced by our VUSD Multilingual Recognition Seal on high school diplomas, and are pleased that students will have experiences with a variety of languages at the new magnet school. Collaborating with the growing Ventura arts community is also important to us. We know that this will bring many enriching opportunities to our children.

We will work together with De Anza and District staff to make sure the magnet school is a success for our children and community. Thank you for considering our application.

Sincerely,  
VUSD District English Learner Advisory Committee Leaders

Hilda Ayala

Socorro Fernandez

Mayra Gonzalez

Jennie Padilla

Maria Solis

Sara Tobar

April 23, 2010

To Whom It May Concern:

I am writing this letter to give my support to De Anza Middle School, soon to be De Anza Academy of Technology and the Arts (DATA), in its endeavor to acquire the funding necessary to make the transition into a Magnet School in the fall of 2010. I am a parent of a sixth grader currently at De Anza and I am the Chair of De Anza's School Site Council. I am very excited about the changes in store for the students at De Anza in the upcoming years. There will be a strong focus on technology, language and the arts for all students. With this new focus the school hopes to boost enrollment and increase the diversity of the student population while giving the students the skills they need to succeed throughout their school career and beyond.

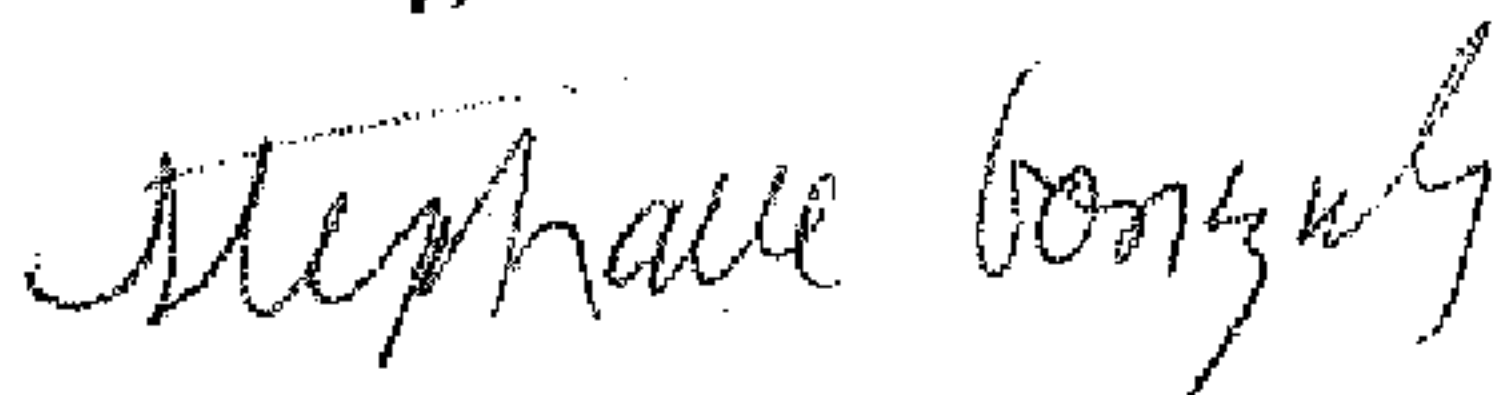
In the past several months I have learned a great deal about the technology (hardware and software) that can be made available to our students. Plans are in the works to purchase laptops for all incoming sixth graders and to maintain and upgrade the computer lab on campus. The staff has been exploring different software packages that can incorporate technology into many of the classroom settings from math and science to language arts and physical education. I am particularly excited about a software program that will teach Green Technology in the Science lab. De Anza is committed to "going green" and I believe this type of hands on experience will make a lasting impression on the students. I truly hope the school will be able to acquire the funding to make these purchases and maintain the program for many years to come.

In addition to the new focus on technology, it thrills me to see foreign language and the arts coming back to middle school! As a parent, it seems a shame to see these subjects disappear in the schools. I would love to see my daughter and younger son, a future De Anza student, learn a foreign language in middle school and carry that skill forward into high school and college. If a child never gets the exposure to language or the arts, his/her hidden talents may never get realized!

Please consider De Anza Middle School for the Magnet School Assistance Program Grant for next year. The students, staff and community are very excited about what De Anza Academy of Technology and the Arts has to offer. I am personally excited for my children and an eager to watch them flourish at De Anza in the upcoming years.

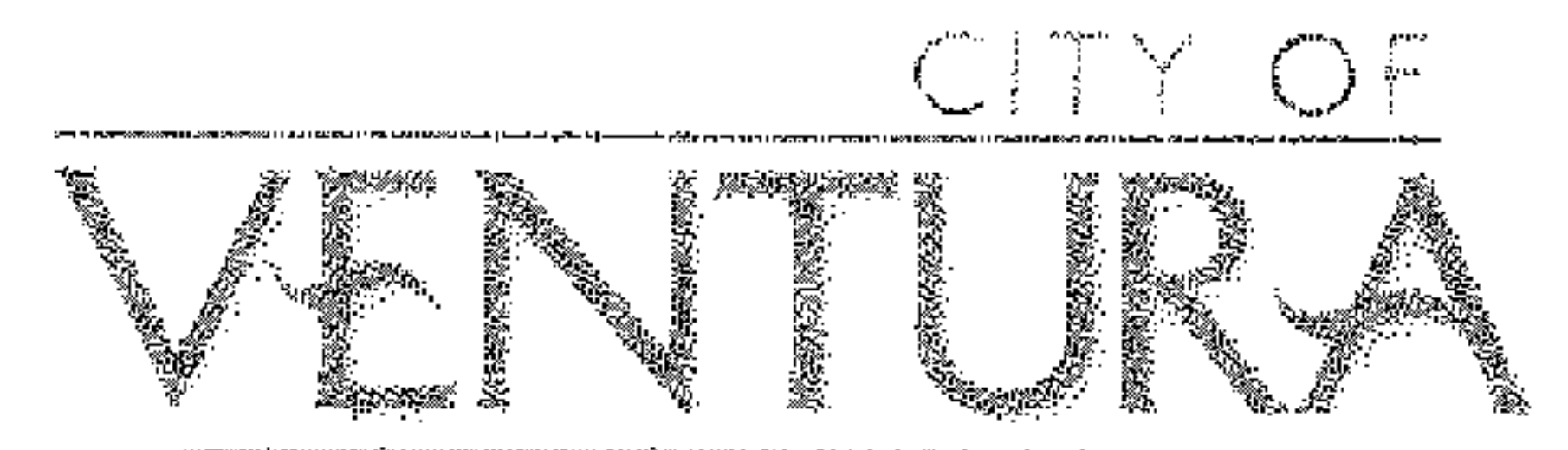
Thank you.

Sincerely,



Stephanie Gonzalez

Chair, De Anza School Site Council; Parent of De Anza student



April 27, 2010

Jeff Chancer, Assistant Superintendent Educational Services  
Ventura Unified School District  
255 W. Stanley Avenue  
Ventura, CA 93001

Dear Jeff Chancer:

On behalf of the City of Ventura Community Services Department, we are delighted to serve as a partner with the Ventura Unified School District in the PEAK (Program Enrichment for After-school Kids) Program since 2001.

The PEAK Program is a partnership of the City of Ventura Community Services Department and the Ventura Unified School District to develop and implement an inclusive after-school program for elementary and middle school students. Our goal is to provide a safe and supervised after-school program of nutrition, education, enrichment and recreation for low-income students in the City of Ventura. Through the collaborative efforts we are currently serving 480 students daily at six Ventura Unified School District Title I schools and at Westpark Community Center.

The City of Ventura strongly supports the Ventura Unified School District in its efforts to improve the education and funding for students in Ventura. We both agree that academic achievement and enrichment are key components in building complete students throughout the school day and in the afternoon when students are most vulnerable to peer pressure.

We always look forward to working with and supporting the Ventura Unified School District on programs and grants. Please feel free to contact me for more information at 805-654-7807

Sincerely,

A handwritten signature in black ink, appearing to read "Mario Robinson", written over a horizontal line.

Mario Robinson  
City of Ventura, Community Services Youth Programs Supervisor





255 W. Stanley Avenue Suite 100, Ventura, CA 93001  
(805) 641-5000 ext.1550

**Executive Committee**

- President  
Kay Giles
- Vice President Finance  
Debbie Golden
- Vice President Membership  
Archie Scott/Jan Schmutte
- Vice President Outreach  
Marie Lakin
- Secretary  
Lisa Kuklenski
- Treasurer  
Jill George

**Board Members**

- Dr. Trudy Arriaga
- Suzanne Baird
- Bart Bleuel
- Christy Brennan
- Bob Emerick
- Sharon Fleur
- Chip Fraser
- Mary Haffner
- Angie Hecht
- Teresa Johnson
- Susan Lane
- Georgianne Lees
- Heidi Moon
- Myra Nunley
- Georgia Perry
- Adela Trainor
- Ed Wehan

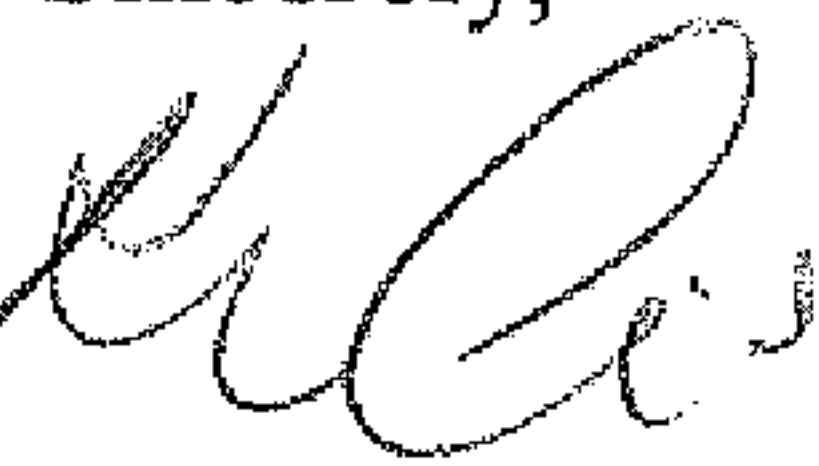
**Honorary Board**

- Indy Batra
- Supervisor Steve Bennett
- Councilmember Brian Brennan
- Congresswoman Lois Capps
- Michael Case
- Ray DiGuilio
- Bob Emerick
- Congressman Elton Gallegly
- Dr. Thomas Golden
- Ron Halt
- Joe Howery
- Michael Israel
- Hannah-Beth Jackson
- Stephen Kipp
- Susan Lacey
- Dorothy Jue Lee
- Barbara Meister
- Assemblymember Pedro Nava
- State Supt. Jack O'Connell
- Mike Powers
- Dr. Joseph Spirito
- Ed Summers
- Zoe Taylor
- Cheryl Wilde
- Don Wood

April 26, 2010

To Whom It May Concern:

Ventura Education Partnership is a community-based, non-profit organization that supports and enriches education in the Ventura Unified School District (VUSD). Through our GrantSmart program, VEP awards enrichment grants to VUSD teachers and staff of up to \$1,000 each for projects that supplement core curricula. VEP is proud to partner with VUSD on the Magnet Schools Assistance Program (MSAP) competitive grant. This partnership will keep us informed of how we can most effectively support programs that bring together students from different social, economic, ethnic, and racial backgrounds and provide all students the opportunity to meet and exceed challenging academic content standards. Working with VUSD on this MSAP grant will allow our organization to strengthen our long-term association and become better informed of the specific educational needs of the schools in our district and how we can ensure all students have equitable access to high quality education and continue on to postsecondary education or productive employment. Our district will benefit from adding a technology magnet at the middle school level, as we already have an outstanding technology magnet high school.

Sincerely,  
  
 Kay L. Giles  
 President

VEP is a 501(c)(3) organization. Tax ID # 77-0141325.



April 24, 2010

## Magnet Schools Assistance Program (MSAP) – Letter of Support

To Whom It May Concern:

Thank you for your consideration in assisting De Anza Middle School with their transition into a magnet school. Ventura County has very few magnet schools and it is wonderful to see this type of educational format extended to the middle school environment.

We have had the privilege of working with Ventura Unified School District for over 10 years and have found its dedication to improving the learning process through new methods and technologies to be admirable. Its knowledgeable and dedicated staff has continuously worked to serve as a model school district for others. We have been fortunate enough in our partnership with the district to see and help facilitate the exchange of ideas between Ventura Unified School District and other school districts we also work with (and even more school districts with staff lending open ears).

Transitioning De Anza Middle School to De Anza Academy of Technology and the Arts is a nearly ideal example of the purpose of a magnet school. Creating a focus-driven learning program for students who would otherwise not have access to such a program will prove beneficial in a geography that has been without an institution of this level in a middle school environment.

This magnet school will prove to be successful under the guidance of Ventura Unified School District's technology-driven staff. With the proper tools in place, students will be able to take advantage of technologies and resources that they will see and ultimately need to be familiar with and responsible for knowing in secondary schools, colleges, and beyond. The District has a technology services staff that is very familiar with deploying these technologies thoughtfully, with efficient student learning as the primary goal.

Thank you again for your consideration and confidence with the new De Anza Academy of Technology and the Arts. Ventura Unified School District is constantly improving and this is one, important step in the process.

Thank You,



Manpreet Bafra  
Director, MJP Technologies, Inc.

April 22, 2010

Mrs. Trudy Arriaga, Superintendent  
Ventura Unified School District  
255 W. Stanley Avenue  
Ventura, CA 93001

Dear Mrs. Arriaga and Members of the Governing Board,

Ventura Music Festival association enthusiastically supports the prospect of collaborating with Ventura Unified School District and De Anza Academy for Technology and the Arts to bring music education into the schools.

For the past six years, Ventura Music Festival (VMF) has developed a strong educational outreach program entitled "Music in the Schools" that brings music education to third, fourth, and fifth grade students at Ventura and Oxnard schools as well as the Boys and Girls Clubs. Ventura Music Festival recognizes that California general education funding is no longer able to support music and arts programs in the schools. Students receive cultural and music education primarily through grant-supported programs such as the Educational Outreach programs provided by community organizations such as VMF.

The Ventura Music Festival's programs for children are multimedia, interactive, live performances that teach children about music, music theory, great composers and their lives and times. Through student participation and interaction, children experience music as art, and doors are opened for them that go beyond music itself. Research has shown that studying music improves children's ability to learn (Weinberger, 2004). Just listening to classical music can have a positive effect on behavior and can stimulate new neuron growth in the brain. The arts, which deal with larger human truths, also teach young people the value of work and discipline. Many of the students who experience the Music in the Schools program have had no exposure to classical music or hands-on experience with the instruments. The "thank you" letters from the children that the Festival receives each year reflect the value of the program to these students.

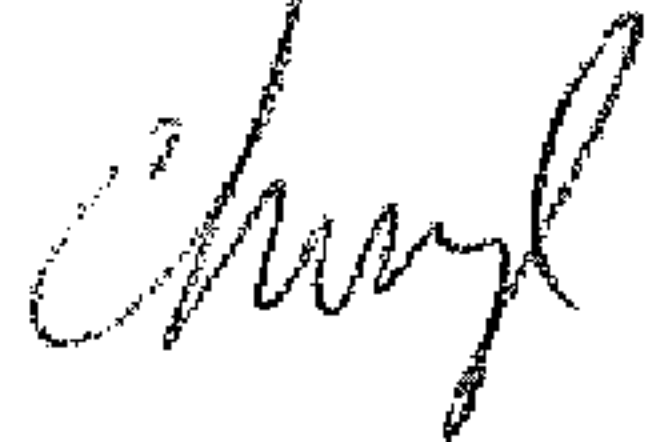
In addition to Music in the Schools, a "Rising Stars" concert is presented each spring providing opportunities for young local student musicians to perform in a concert setting before a live audience. In the past, this concert event has been so popular that demand for tickets has exceeded seating capacity. And free tickets are provided to students from VUSD to several concerts to allow children and their parents, who would not normally be able afford a ticket, the opportunity to experience a live concert from world renowned artists.

*tel: 805.648.3146 fax: 805.648.4103 www.venturamusicfestival.org*  
*Ventura Music Festival Association, Inc. 472 E. Santa Clara Street, Ventura, CA 93001*

Finally, the Artistic Director and one of the musicians who will perform during the Festival offer a Master Class each year. In 2008, soprano Nicole Cabell, a graduate of Ventura High School, provided an Opera Master Class to nearly 1,000 students at her alma mater.

Ventura Music Festival is committed to developing an appreciation of music and the arts in our community. We look forward to a collaborative partnership with De Anza Academy of Technology and the Arts to further music education in the schools.

Sincerely,

A handwritten signature in cursive script, appearing to read "Cheryl".

Cheryl Heitmann  
Executive Director

# **Project Narrative**

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

# Budget Narrative

## Project Narrative-Budget Narrative

Attachment 1:

Title: **Section C Budget Narrative Pages: 16** Uploaded File: **C:\Documents and Settings\jchancer\Desktop\MSAP\Section C Budget Narrative.pdf**

**Section C Budget Narrative**

De Anza Academy of Technology and the Arts (DATA) grant budget for fiscal Year 1 is projected to begin August 1, 2010 and end July 31, 2011.

Consecutive budget for Years 2 and 3 will follow the same fiscal calendar as Year 1.

| <b>DATA Year 1</b>                     |  |   |
|--|--|---|
| Item                                   | Category   | Justification   |
| <b>1. Personnel</b>                    | <b>Salary</b>  |   |
| Project Director                       | Salary –<br>Certificated<br>Management<br>Salary<br>Schedule | 1.0 FTE. Salary based upon Certificated Mgmt Salary Schedule. PD work year is 190 days. \$415.27 = \$78,901<br><br>(For Year 2-3 project step and class increases + COLA for each certificated and classified position) |
| Lesson Design<br>Teacher<br>Specialist | Salary -<br>certificated                                     | 1.0 FTE. Salary based on step CL3/9 – mid range. Work year is 185 days. \$308.02 = \$56,984   |
| AVID<br>Coordinator/AVID<br>Teacher    | Certificated   | 1.0 FTE \$ 308.02 185 days \$56,984   |
| Language<br>Teacher<br>Specialist      | Certificated   | 0.5 FTE \$154.01 185 days \$28,492<br><br>To assist in teaching core content in Spanish and English.  |

|  |                       |   |
|--|-----------------------|---|
| Before and after school program teacher/ coordinator | Salary - certificated | Hourly 7 am – 9 am M-F and Friday afternoon 3pm - 6 pm<br>.3 FTE \$308.02 = \$17,095  |
| School Support Secretary to Project Director         | Salary - classified   | 190 work days + 14 holidays \$29,731<br>As enrollment increases, district picks up cost of this position  |
| Technology Specialist                                | Salary – classified   | 190 work days + 14 holidays \$38,387  |
| <b>TOTAL Personnel</b>                               | <b>Salary</b>         | <b>\$306,574</b>  |
| <b>2. Fringe Benefits</b>                            |                       |   |
| Fringe Benefits                                      |                       | Calculation of benefits is based upon:<br>State & Federal laws + Health & Welfare paid by district for all full time employees<br>STRS .0825 Certificated<br>PERS .1020 Classified<br>OASDI .0765 Classified<br>Medicare .0145 Certificated<br>SUI .0072 all employees<br>Workers Comp .0332 all employees<br>Health & Welfare \$10,960 annual cost |



|                                 |              |  |
|---------------------------------|--------------|--|
|                                 | Certificated | \$71,123   |
|                                 | Classified   | \$36,830   |
| <b>TOTAL</b>                    |              |  |
| <b>Fringe Benefits</b>          |              | <b>\$107,953</b>   |
| <b>3. Travel</b>                |              |  |
| Conferences<br>AVID Conference  | Registration | 1 person @ \$ 2,060 x 6 participants<br><br>5 day conference. Registration, hotel stay,<br>meals, travel costs<br><br>\$12,360 |
| CUE Conference                  |              | 1 person @ \$1,000 x 4 participants<br><br>2 day conference. Registration, hotel stay,<br>meals & travel costs \$4,000         |
| ISTE                            |              | 1 person @ 2,200 x 4 participants<br><br>All costs \$8,800   |
| CA League of<br>Middle Schools  |              | 1 person @ 1,000 x 4 participants<br><br>All costs \$4,000   |
| CA Association<br>of the Gifted |              | 1 person @ \$1,000 x 2 participants<br><br>All costs \$2,000   |
| ASCD                            |              | 1 person @ \$2,000 x 4 participants<br><br>All costs \$8,000   |
| CABE                            |              | 1 person @ \$2,060 x 4 participants<br><br>All costs \$8,240   |

|                                       |  |  |
|---------------------------------------|--|--|
| Travel to visit other magnet programs |  | Mileage estimate; location of visits unknown at this time. IRS reimburse rate of \$.50 per mile \$810  |
| <b>TOTAL</b>                          | <b>Travel</b>                                    | <b>\$48,210</b>  |
| <b>4. Equipment</b>                   |  | Nothing Budgeted.  |
| <b>Total Equip</b>                    |  | -0-  |
| <b>5. Supplies</b>                    |  |  |
| Computers                             | Laptop computers<br>Student                      | Student laptop selected is ASUS E PC 1005HA Netbook. 1with 1GB additional memory = \$400 x 210 first year<br>\$84,000                                  |
|                                       | Laptop computers<br>Teachers + project personnel | Faculty laptop selected is Lenovo ThinkPad SL510 28247 Notebook. Price includes extended warranty and carrying case. 1 @ \$855 X 30 faculty = \$27,360 |
| DYKnow<br>Monitor and Vision          |  | 1 per classroom @ \$50 per machine x 10 classrooms = \$500   |
| Compu-Trace                           |  | \$30 per computer x 210 student computers<br>Year 1 \$6,300  |
| Flash drives                          |  | \$20 per drive x 150 students Year 1 = \$3,000   |

|                           |                    |  |
|---------------------------|--------------------|--|
| Software for laptops      |                    | MS Office site license<br>\$21,000   |
| iMac Computers            | Art/Music Lab      | iMac computers w/software - purchase 9<br>Year 1      \$16,650               |
| Smart Boards              |                    | Smart Board 680 w Floor Stand \$1,831 each<br>Purchase 14 Year 1    \$25,634 |
| Misc Supplies             |                    | Supplemental materials as needed for<br>program                  \$682       |
| <b>TOTAL Supplies</b>     |                    | <b>\$185,126</b>   |
| <b>6. Contractual</b>     |                    |  |
| Evaluator                 | Outside Contractor | \$50,000 contract - \$25,000 allowable for<br>indirect costs    \$25,000     |
| Printing & Promotion      |                    | Printing & Promotion to market Magnet<br>School    \$2,500                   |
| <b>TOTAL Contractual</b>  |                    | <b>\$27,500</b>  |
| <b>7. Construction</b>    |                    | Nothing Budgeted   |
| <b>TOTAL Construction</b> |                    | -0-  |
| <b>8. Other</b>           |                    |  |

|                                     |                               |  |
|-------------------------------------|-------------------------------|--|
| Planning costs                      | Teacher<br>Substitutes        | One day per quarter - full day subs (\$113.74)<br>x 30 teachers x 3. Cost includes benefits<br>\$10,238                    |
| Planning costs                      | Stipend<br>Summer<br>Planning | 30 teachers 1 day Stipend Cost \$432.21<br>includes benefits<br>\$12,966   |
| Teacher training<br>stipends        | Stipend                       | Summer trainings: Visible Thinking, AVID,<br>1 teacher \$432.21 per day x 20 teachers x<br>10 days in Year 1      \$86,400 |
| <b>TOTAL<br/>Other</b>              |                               | <b>\$109,604</b>   |
| <b>9. TOTAL Direct<br/>Costs</b>    |                               | <b>\$784,967</b>   |
| <b>10. TOTAL<br/>Indirect Costs</b> |                               | District's negotiated indirect cost rate 5.1% =<br><b>\$40,033</b>   |
| <b>11.<br/>SubContracts</b>         |                               | Project Evaluation \$50,000. Fed guidelines<br>only allow \$25,000 indirect cost<br>\$50,000 - \$25,000 = \$25,000         |
| <b>TOTAL<br/>Subcontracts</b>       |                               | <b>\$25,000</b>  |
| <b>12. TOTAL<br/>COSTS</b>          |                               | <b>\$850,000</b>   |

| DATA Year 2                                 |  |  |
|---|--|--|
| Item  | Category   | Justification  |
| <b>1. Personnel</b>                         | <b>Salary</b>  |  |
| Project Director                            | Salary –<br>Certificated<br>Management<br>Salary<br>Schedule | 1.0 FTE. work year is 190 days. \$427.73 = \$81,269<br><br>(For Years 2-3 project step and class increases + COLA for each certificated and classified position) |
| Lesson Design<br>Teacher<br>Specialist      | Salary -<br>certificated                                     | 1.0 FTE. Salary based on step CL3/9. Work year is 185 days. \$327.46 = \$60,580  |
| AVID<br>Coordinator/AVID<br>Teacher         | Certificated   | 1.0 FTE \$ 327.46 185 days \$60,580  |
| Language<br>Teacher<br>Specialist           | Certificated   | 0.5 FTE \$327.46 185 days \$30,290<br><br>To assist in teaching core content in Spanish and English.   |
| Foreign language<br>teachers in Year<br>2-3 | Certificated   | 0.5 FTE (4 hourly teachers) Hourly cost 33.61 185 days \$24,871<br><br>Specialized teachers in diverse languages that teach part time.                           |

|  |                          |   |
|--|--------------------------|---|
| Arts –<br>Technology<br>Specialist                 | Certificated             | 0.5 FTE \$327.46 185 days \$30,290  |
| Before and after<br>school program<br>teacher      | Salary -<br>certificated | Hourly 7 am – 9 am M-F and<br>Friday afternoon 3 pm - 6 pm<br>.3 FTE \$327.46 \$18,174  |
| School Support<br>Secretary to<br>Project Director | Salary -<br>classified   | 190 work days + 14 holidays \$32,468<br><br>As enrollment increases, district picks up<br>cost of this position   |
| Technology<br>Specialist                           | Salary –<br>classified   | 190 work days + 14 holidays \$41,825  |
| <b>TOTAL</b><br><br><b>Personnel</b>               | <b>Salary</b>            | <b>\$380,347</b>  |
| <b>2. Fringe</b><br><br><b>Benefits</b>            |                          |   |
| Fringe Benefits                                    |                          | State & Federal laws + Health & Welfare<br>paid by district for all full time employees<br><br>STRS .0825 Certificated<br><br>PERS .1020 Classified<br><br>OASDI .0765 Classified<br><br>Medicare .0145 Certificated<br><br>SUI .0072 all employees<br><br>Workers Comp .0332 all employees |

|  |               |   |
|--|---------------|---|
|  |               | Health & Welfare \$10,960 annual cost   |
|  | Certificated  | \$80,411  |
|  | Classified    | \$38,184  |
| <b>TOTAL</b>                               |               |   |
| <b>Fringe Benefits</b>                     |               | <b>\$118,595</b>  |
| <b>3. Travel</b>                           |               |   |
| Conferences                                | Registration  | 1 person @ \$ 2,060 x 3 participants  |
| AVID Conference                            |               | 5 day conference. Registration, hotel stay, meals, travel costs \$6,180   |
| California Assoc. of the Gifted            |               | 1 person @ \$1,000 x 1 participants<br>All costs \$1,000  |
| CUE  |               | 1 person @ \$1,000 x 1 participants<br>All costs \$1,000  |
| CABE                                       |               | 1 person @ \$2,060 x 3 participants<br>All costs \$6,180  |
| Local professional development conferences |               | Mileage estimate; location of conferences/visits unknown at this time.<br>IRS reimburse rate of \$.50 per mile<br>\$1,000 |
| <b>TOTAL</b>                               | <b>Travel</b> | <b>\$15,360</b>   |
| <b>4. Equipment</b>                        |               | Nothing Budgeted.   |
| <b>Total Equip</b>                         |               | -0-   |

|                             |                             |   |
|-----------------------------|-----------------------------|---|
| <b>5. Supplies</b>          |                             |   |
| Computers                   | Laptop computers<br>Student | Student laptop selected is ASUS E PC 1005HA Netbook. 1 with 1GB additional memory = \$400 x 200 Year 2 purchase<br>\$80,000 |
| Technology – Teaching Tools |                             | Replacement Costs and Annual Software License<br>\$31,446   |
| iMac Computers              | Art/Music Lab               | iMac computers w/software - purchase 21 year 2 \$38,850   |
| Smart Boards                |                             | Smart Board 680 w Floor Stand \$1,831 each<br>Purchase - 5 Year 2 \$9,155   |
| <b>TOTAL Supplies</b>       |                             | <b>\$159,451</b>  |
| <b>6. Contractual</b>       |                             |   |
| Evaluator                   | Outside Contractor          | \$50,000 contract - \$25,000 allowable for indirect costs \$25,000  |
| Printing & Promotion        |                             | Printing & Promotion to market Magnet School \$2,500  |
| <b>TOTAL Contractual</b>    |                             | <b>\$27,500</b>   |



|                                 |                         |  |
|---------------------------------|-------------------------|--|
| <b>7. Construction</b>          |                         | Nothing Budgeted   |
| <b>TOTAL Construction</b>       |                         | -0-  |
| <b>8. Other</b>                 |                         |  |
| Planning costs                  | Teacher Substitutes     | One day per quarter - full day subs (\$113.74) x 30 teachers x 3. Cost includes benefits \$10,238                |
| Planning costs                  | Stipend Summer Planning | 30 teachers 1 day Stipend Cost \$432.21 includes benefits \$12,966   |
| Teacher training stipends       | Stipend                 | Summer trainings Visible Thinking, AVID, 1 teacher \$432.21 per day X 20 teachers , 7 days in Years 2-3 \$60,510 |
| <b>TOTAL Other</b>              |                         | <b>\$83,714</b>  |
| <b>9. TOTAL Direct Costs</b>    |                         | <b>\$784,967</b>   |
| <b>10. TOTAL Indirect Costs</b> |                         | District's negotiated indirect cost rate 5.1% – <b>\$40,033</b>  |
| <b>11. SubContracts</b>         |                         | Project Evaluation \$50,000. Fed guidelines only allow \$25,000 indirect cost<br>\$50,000 - \$25,000 = \$25,000  |
| <b>TOTAL</b>                    |                         |  |

|                        |  |                  |
|------------------------|--|------------------|
| <b>Subcontracts</b>    |  | <b>\$25,000</b>  |
| <b>12. TOTAL COSTS</b> |  | <b>\$850,000</b> |

| <b>DATA Year 3</b>                     |  |   |
|--|--|---|
| Item                                   | Category   | Justification   |
| <b>1. Personnel</b>                    | <b>Salary</b>  |   |
| Project Director                       | Salary –<br>Certificated<br>Management<br>Salary<br>Schedule | 1.0 FTE. PD work year is 190 days. \$440.56<br>= \$83,706<br>(For Year 2-3 project step and class<br>increases + COLA for each certificated and<br>classified position) |
| Lesson Design<br>Teacher<br>Specialist | Salary -<br>certificated                                     | 1.0 FTE. Salary based on step CL3/9 -<br>midrange. Work year is 185 days. \$337.66<br>= \$62,467  |
| AVID<br>Coordinator/AVID<br>Teacher    | Certificated   | 1.0 FTE \$ 337.66 185 days \$62,467   |
| Language<br>Teacher<br>Specialist      | Certificated   | 0.5 FTE \$337.46 185 days \$31,234  |

|  |                       |  |
|--|-----------------------|--|
| Before and after school program teacher/ Coordinator | Salary - certificated | Hourly 7 am – 9 am M-F and Friday afternoon 3 pm - 6 pm<br>.3 FTE \$337.66 \$18,740  |
| Foreign language teachers in Year 2-3                | Certificated          | 0.5 FTE (4 hourly teachers) Hourly cost 33.61 185 days \$24,871<br>Specialized teachers in diverse languages that teach part time. |
| Arts – Technology Specialist in Year 2-3             | Certificated          | 0.5 FTE \$337.66 185 days \$31,234   |
| School Support Secretary to Project Director         | Salary - classified   | 190 work days + 14 holidays \$34,316<br>(As enrollment increases, district picks up cost of this position)                         |
| Technology Specialist                                | Salary – classified   | 190 work days + 14 holidays \$44,255   |
| <b>TOTAL Personnel</b>                               | <b>Salary</b>         | <b>\$393,290</b>   |
| <b>2. Fringe Benefits</b>                            |                       |  |
| Fringe Benefits                                      |                       | State & Federal laws + Health & Welfare paid by district for all full time employees   |

|                        |                  |  |
|------------------------|------------------|--|
|                        |                  | <p>STRS .0825 Certificated</p> <p>PERS .1020 Classified</p> <p>OASDI .0765 Classified</p> <p>Medicare .0145 Certificated</p> <p>SUI .0072 all employees</p> <p>Workers Comp .0332 all employees</p> <p>Health &amp; Welfare \$10,960 annual cost</p> |
|                        | Certificated     | \$81,607   |
|                        | Classified       | \$39,119   |
| <b>TOTAL</b>           |                  |  |
| <b>Fringe Benefits</b> |                  | <b>\$120,726</b>   |
| <b>3. Travel</b>       |                  |  |
| Conferences            | Registration     | 1 person @ \$ 2,060 x 2 participants   |
| AVID Conference        |                  | 5 day conference. Registration, hotel stay, meals, travel costs  |
|                        |                  | \$4,120  |
| <b>TOTAL</b>           | <b>Travel</b>    | <b>\$4,120</b>   |
| <b>4. Equipment</b>    |                  | Nothing Budgeted.  |
| <b>Total Equip</b>     |                  | -0-  |
| <b>5. Supplies</b>     |                  |  |
| Computers              | Laptop computers | Student laptop selected is ASUS E PC 1005HA Netbook 1 with 1GB additional  |

|                                |                       |   |
|--------------------------------|-----------------------|---|
|                                | Student               | memory = \$400 x 250 Year 3<br>\$100,000                                    |
| Technology -<br>Teaching Tools |                       | Replacement Costs and Annual Software<br>License<br>\$38,307                |
| Smart Boards                   |                       | Smart Board 680 w Floor Stand \$1,831 each<br>Purchase 10 - Year 3 \$18,310 |
| <b>TOTAL<br/>Supplies</b>      |                       | <b>\$156,617</b>  |
| <b>6. Contractual</b>          |                       |   |
| Evaluator                      | Outside<br>Contractor | \$50,000 contract - \$25,000 allowable for<br>indirect costs \$25,000       |
| Printing &<br>Promotion        |                       | Printing & Promotion to market Magnet<br>School \$1,500                     |
| <b>TOTAL<br/>Contractual</b>   |                       | <b>\$26,500</b>   |
| <b>7. Construction</b>         |                       | Nothing Budgeted  |
| <b>TOTAL<br/>Construction</b>  |                       | -0-   |
| <b>8. Other</b>                |                       |   |
| Planning costs                 | Teacher               | One day per quarter - full day subs (\$113.74)                              |

|                                     |                               |   |
|-------------------------------------|-------------------------------|---|
|                                     | Substitutes                   | x 30 teachers x 3. Cost includes benefits<br>\$10,238   |
| Planning costs                      | Stipend<br>Summer<br>Planning | 30 teachers 1 day Stipend Cost \$432.21<br>includes benefits<br>\$12,966  |
| Teacher training stipends           | Stipend                       | Summer trainings Visible Thinking, AVID,<br>1 teacher \$432.21 per day x 20 teachers, 7<br>days in Years 2-3 \$60,510 |
| <b>TOTAL<br/>Other</b>              |                               | <b>\$83,714</b>   |
| <b>9. TOTAL Direct<br/>Costs</b>    |                               | <b>\$784,967</b>  |
| <b>10. TOTAL<br/>Indirect Costs</b> |                               | District's negotiated indirect cost rate 5.1% –<br><b>\$40,033</b>  |
| <b>11.<br/>SubContracts</b>         |                               | Project Evaluation \$50,000. Fed guidelines<br>only allow \$25,000 indirect cost<br>$\$50,000 - \$25,000 = \$25,000$  |
| <b>TOTAL<br/>Subcontracts</b>       |                               | <b>\$25,000</b>   |
| <b>12. TOTAL<br/>COSTS</b>          |                               | <b>\$850,000</b>  |