

**ALAMEDA UNIFIED SCHOOL DISTRICT**

**EXHIBIT**

**BOARD AGENDA ITEM**

**F-8**

**Meeting Date:** June 14, 2011

**Item Title:** Recommendation to Implement Magnet, Innovative Programs and Promising Practices

**Item Type:** Information

**BACKGROUND:** Adopted by the Board of Education on February 23, 2010, the AUSD Master Plan provided for the establishment of “attractive school options to provide desirable choices and deepen student, family and community engagement in the youths’ lives and education.” To meet this goal, groups of teachers and administrators were encouraged to form program leadership teams in an effort to create magnet or themed schools.

In February 2011, a joint committee of AEA representatives and AUSD staff worked to finalize an Alternative Program Administrative Regulation (AR) 6181 and revised the Request for Proposal (RFP) process to design such school options.

All requests submitted on May 11, 2011 have been reviewed to determine if the plan submitted is aligned to the district vision, mission, and guiding principles as well as being coherent with the community input received regarding the AUSD Master Plan.

Seven written proposals are submitted for the BOE to review. Included in this packet are both the 2010 proposals and the updated information required in the 2011 RFP updates for two of the proposals (Bay Farm Elementary – 21<sup>st</sup> Century Learning and Washington Elementary - Global Academics Through the Arts).

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*(continued)*

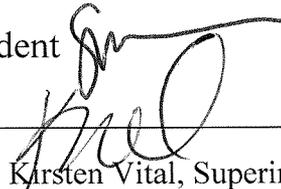
**FISCAL IMPLICATIONS:** \$63,000 has been budgeted from Measure A allocations and Educational Services budget for the 2011-12 school year to support planning and development of the proposals submitted.

**RECOMMENDATION:** Information Only.

**AUSD Guiding Principles:** 1. All students have the ability to achieve academic and personal success. 2. Teachers must challenge and support all students to reach their highest academic and personal potential. 4. Parental involvement and community engagement are integral to the success of all students. 6. Allocation of funds must support our vision, mission and guiding principles.

**Submitted by:** Sean McPhetridge, Assistant Superintendent

**Approved for Submission to Board of Education** \_\_\_\_\_

  
Kirsten Vital, Superintendent

# **2011 Requests for Proposals**

**Promising Practices, Innovative  
Programs and Magnet Schools  
June 14, 2011**

# Background

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- In February 2010, the AUSD Master Plan was adopted by the Board of Education, calling for the establishment of “*attractive school options to provide desirable choices and deepen student, family and community engagement in the youths’ lives and education.*”
- AUSD staff worked with AEA to develop a process that would promote the development of Alternative Programs and Magnet Schools. Through a collaborative process, a proposal format was agreed upon.
- In Spring of 2010, Educational Services sent out a form to be completed by interested teams entitled:  
*Phase I: Concept Development Proposal of Intent for Innovative Programs/Magnets.* Teams were encouraged to submit proposals for consideration by May 28, 2010.

# Background *(continued)*

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- Seven proposals were received by the deadline on May 28, 2010.
- On June 22, 2010, a letter was sent out by the Superintendent stating that the process for reviewing proposals was delayed due to the transition in staff in Educational Services and the pending Measure E Parcel Tax.

# 2010 Timeline

The draft timeline proposed in the letter was the following:

- August 2010 - Board approves magnet policy: Alternative Schools/Programs Of Choice Board Policy 6181 (approved)
- August 23 - If fiscal conditions of the district permit, begin Phase II-Request For Proposals (RFP) (Measure E failed)
- August through October - design teams meet, define and build out proposals for magnets/innovative programs (This did not happen due to the failed Parcel Tax)
- November 1 - RFP due (postponed)
- November 30 - Read developed proposals and select magnet/innovative programs for development and implementation (postponed)

# **2011 Staff Work**

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- In February 2011, meetings were held with AEA and AUSD staff to prepare for the possibility of renewing the work on an Alternative Program Administrative Regulation (AR) 6181 and to review and revise the process for moving forward on Request for Proposals (RFP) when Measure A passed.
- AEA chose representatives for a joint AEA/AUSD advisory committee to work together to renew the process for alternative/magnet programs per Master Plan A.
- In March 2011, meetings were held to finalize AR 6181 and develop a formal request for proposal process.
- The RFP was sent out and posted on the AUSD Website.

# 2011 Request for Proposals (RFP) Timeline

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- May 11: RFP due to Assistant Superintendent of Educational Services.
- June 28: The BOE determines which proposals to move forward to Phase II.
- Nov. 1: Phase II of the proposals due to Educational Services. If a proposal is approved to move forward to Phase II, AUSD staff will work with the team to finalize the plan and determine site options for the approved program.
- Dec. 13: Deadline for the BOE approval of Phase II proposals to move to Phase III and planning for implementation in Fall of 2012.

# **Moving Forward to Implement Master Plan A**

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- All requests have been reviewed to determine if they align with our District Vision, Mission, and Guiding Principles.
- The review also determined if the plan submitted aligned with the community input received to develop the AUSD Master Plan.
- The proposals you have to review represent the following three categories: promising practices, innovative programs or magnet school programs.

# AUSD Staff Review Criteria

- AUSD Vision: We believe that our diverse community of students, given a rigorous academic program in an inclusive, safe and secure environment, will be prepared to be responsible citizens.
- AUSD Mission: AUSD will effectively use our limited resources to ensure that every student succeeds.

# AUSD Guiding Principles

- All students have the ability to achieve academic and personal success.
- Teachers must challenge and support all students to reach their highest academic and personal potential.
- Administrators must have the knowledge, leadership skills and ability to ensure all students succeed.
- Parental involvement and community engagement are integral to the success of all students.
- Accountability, transparency and trust are necessary at all levels of the organization.
- Allocation of funds must support our vision, mission and guiding principles.

# Categories the Proposals Represent

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The three categories represented are each unique and affect sites in different ways.

- Promising Practices: The practice could already exist at a school site, and it is the desire of the school to institutionalize the practice at the site and more fully develop it based on the success of the practice.
- Innovative Programs: An innovative program is the opportunity for a site to come together and implement a specialized program that the community and staff see as a benefit for the children and families in the school community.
- Magnet Schools: These proposals open up an opportunity for whole school reform and give an option for the community to choose a schoolwide theme and specialized approach to learning.

Each of these categories fit with the intent of the AUSD Master Plan.

# Master Plan Criteria

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## Plan A in the Master Plan calls for the following goals:

- Transform AUSD into a “model 21<sup>st</sup> century district.”
- Every student should have interesting, rigorous and relevant classes.
- Create a system of attractive school options.
- Raise the bar for academic achievement and equity through school-based continuous improvement initiatives led by site-based leadership teams.
- AUSD will support each school to develop and implement more innovative instruction, targeting struggling students.
- Develop individual school instructional initiatives.
- Support 21<sup>st</sup> century technology standards.

# Master Plan Criteria (continued)

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- Research, design and fund educational program options designed to increase youth motivation to learn and family engagement by creating new program choices open to all students and families.
- Engage secondary students in rigorous academic study while motivating them to prepare for careers, college and/or post secondary studies.
- Support magnet or other specialized programs to help resolve the imbalance of enrollment across the District by creating programs throughout the system that appeal to students and families across Alameda due to their specialty, small size and improved student outcomes.
- Develop magnets and or small learning communities that will increase levels of social and emotional support for engaging students more deeply in learning.

# **The Listening Campaign, Master Plan Surveys and Teacher Survey**

The community, parents and teachers supported innovative programs and magnet schools. There was a great deal of interest in the following:

- K-8 schools
- Language immersion programs
- Art themed schools
- Science and technology themed schools
- Performing arts themed schools
  
- 90% of those surveyed either supported or had no opinion when it came to development of school-site instructional initiatives to improve student success.
  
- 80% supported implementing magnet programs, academies and learning communities at our existing sites.

# 2011 Proposals

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- The following six proposals are included in this packet for you to review:
  - Bay Farm 21<sup>st</sup> Century Magnet\*
  - Earhart Math, Technology, Science and Music Magnet
  - Earhart K-2 Family Support
  - Encinal 7-12 High School
  - Global Academics Through the Arts Magnet\*
  - Urban Sustainability and Creative Arts Magnet

\* Sites that submitted a proposal in May of 2010 included the original proposal and the updates on the new form.

# Bay Farm 21<sup>st</sup> Century Magnet

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- The Bay Farm community has been engaged in active dialogue regarding this proposal. All Bay Farm teachers read and agreed to move forward with this proposal.
- The proposal includes increasing grade levels over time but starting with K-6 and potentially moving to a K-8 program.
- The focus is on using 21<sup>st</sup> century technology at all levels of the school, which fits with the AUSD Master Plan.
- This proposal represents the focus that Bay Farm has had since it was opened 17 years ago.
- Bay Farm student, teacher and parent surveys have been administered to collect data from the school community.

# Bay Farm 21<sup>st</sup> Century Magnet (continued)

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- The key components for implementation include adding a 6<sup>th</sup> grade and securing flexibility in establishing a calendar and daily schedule that would benefit students and address student learning and program needs. The request for support includes the following:
- Release time (substitute costs) for planning with grade level leadership.
- Time for a few staff to visit sites where technology components have been implemented.
- Time to work with District staff (e.g., Technology Services, Grants, and Assessment) to refine the proposal for Phase II.

# Earhart Math, Technology, Science and Music Magnet

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- This program is designed to provide students the foundational skills to compete in a global society.
- Students will receive robust instruction in math and science on a daily basis.
- Teachers see this as an opportunity to teach key concepts in depth while building on prior knowledge in a cohesive continuum.
- Elements required to implement this model will be two science labs to facilitate teaching science daily, a math lab room for activities and dedicated space for teaching music.
- Support needs to include release time (substitute costs) for planning with grade level leadership and provide time for a few staff to visit sites where technology components have been implemented.
- Staff will need time to work with District staff (e.g., Technology Services, Grants, and Assessment) to refine proposal for Phase II.

# Earhart Math, Technology, Science and Music Magnet (continued)

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- Professional development and collaboration to integrate music into reading, math and science.
- Professional development in the use of state-of-the-art technology for teachers.
- Interactive whiteboards, portable labs for student use and individual access to technology for all students.
- Additional staffing above the basic classroom staffing would include one science specialist, one math specialist and three paraprofessionals (technology support, Foss program support and math support in the garden curriculum).

# Earhart K-2 Family Support

- This is a promising practice that Earhart has found supports the growth of their increasing EL and low SES K-2 students specifically but also supports all of their other families as well.
- They have data to support continuing this practice and making it a recognized part of the Earhart School.
- Teachers have seen the benefit for children in building strong relationships and the connection to academic success. This program supports building school and family relationships.
- Key to this program will be additional staff and funds to support the parent education training for teachers and for parents.

# Earhart K-2 Family Support (continued)

- Key components for this program will be kindergarten teachers who will have all of the children from a family.
- First and second grades will loop, and all students will have the same teacher for two years.

The request for support includes:

- Professional development for teachers around building the connections to families
- Workshops for parents
- Assistance from District staff to seek resources and funding for the parent education program component of this model

# Encinal 7-12 High School

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- The Encinal High School (EHS) community has been researching, discussing and working on the concept of a 7-12 high school this entire year.
- A team visited a 7-12 school and contacted other existing 7-12 schools regarding the advantages of a 7-12 school proposed for the EHS school community.
- There is a great deal of staff commitment and an evidenced desire to fully develop and implement this option. This proposal provides options for families on the West End to maintain students in AUSD.
- Teachers expressed interest in this 7-12 model because there are fewer transitions for students and because it provides vertical articulation of content-specific and general academic skills. Students can participate in more comprehensive career/college pathways, and families can establish long-lasting relationships with teachers and administration.

# **Encinal 7-12 High School (continued)**

The support required includes:

- Time for planning and program development (substitute time)
- Funds to pay teachers for planning done outside of the normal work day
- Support to be able to continue visiting existing 7-12 programs
- Adequate site space to add additional grades
- District liaison to work with staff on the final planning and implementation plan

# Global Academics Through the Arts Magnet

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- A great deal of work has gone into the development of Washington School as a magnet school.
- The faculty and parent community were ready a year ago to move forward on this option.
- The Washington community is ready to fully develop a magnet to attract students from across the island.
- The team proposes the development of an articulated theme-based curriculum which will improve student achievement and close the existing achievement gaps between groups of students.
- The proposal calls for a K-5 program that will grow to a K-8 and be open to all AUSD students.
- Based on the AUSD Master Plan survey, the Alameda community identified a need for an arts magnet school accessible to all Alameda students. This fulfills that option for Alameda families.

# Global Academics Through the Arts Magnet (continued)

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- Essential elements of this program include theme-based constructivist learning, participation in the arts and consistency of adult mentorship as demonstrated by grade level looping.

The support required includes:

- Resources to support team research and visits to other schools (substitute costs).
- Collaboration with staff and community members to finalize a program design for Phase II.
- Funding of professional resources, including experts as they relate to the development of Phase II.

# Wood Middle School - Urban Sustainability and Creative Arts Magnet

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- This proposal is the collaborative work of two groups that submitted proposals last year.
- Wood teachers and administrators collaborated on this proposal.
- Given that Wood is a PI school, this proposal is part of the development of a restructuring plan to move Wood out of PI and provide a District alternative for students in grades 6-8.
- The vision is to deliver interdisciplinary, project-based instruction to students who are organized into small learning communities.
- Students will learn academic content through curricula infused with the creative arts and focused on the 21<sup>st</sup> century challenges of sustainability.

# Wood Middle School - Urban Sustainability and Creative Arts Magnet (continued)

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The support required includes:

- Part-time Garden Coordinator and Part-time Technology Coordinator
- Lower class ratios for students and teachers, especially for EL and Special Education classes
- Provide the leadership team release time and compensation to attend conferences, visit other magnet schools to engage stakeholders, and work collaboratively to develop a comprehensive plan for implementation

# Phase II

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- The Phase II RFP's are due November 1, 2011.
  - These will include more information, and each school will be working with their community to fully develop their plan.
  - The BOE will review the Phase II proposals submitted November 1, 2011.
  - December 13, 2011 will be the first BOE meeting in December. Then the BOE will approve the plans that will move to Phase III and be implemented in fall of 2012-2013.

# Staff Recommendation

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- All proposals from the five school communities align with the AUSD Master Plan.
- All proposals meet criteria established for Phase I.
- The \$63,000 allocated for planning support can be divided as follows:
  - Encinal 7-12 High School \$15,000
  - Global Academics Through the Arts Magnet \$15,000
  - Urban Sustainability and Creative Arts Magnet \$15,000
  - Bay Farm 21<sup>st</sup> Century Magnet \$ 7,000
  - Earhart Math, Technology, Science and Music Magnet & Earhart K-2 Family Support \$ 7,000

Staff recommendation is to approve all six proposals to move to Phase II. \$4,000 has been set aside to provide additional support from District Office personnel per requests in the above proposals.