

Napa Valley Unified School District MSAP Project Narrative

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Priority 1 – Need for Assistance: (a) the cost of fully implementing the magnet schools project as proposed.

Napa County, home to the world famous wine industry, is located in The North Bay, a sub region of the San Francisco Bay Area in California. The Bay Area consists of Marin, Napa, Solano, and Sonoma counties, with a combined population of more than 1.2 million. The Napa Valley Unified School District (NVUSD) serves the cities of Napa, American Canyon, and the Town of Yountville with a total enrollment of 17, 958 students. The District operates 17 elementary schools, 2 charter elementary schools, 4 middle schools, 1 charter middle school, 4 high schools, and 2 alternative education programs, a total of 30 schools.

Hispanic/Latino students make up the majority of NVUSD enrollment (**55%**) the second largest ethnic group is non-Hispanic White students (29%) with Filipino/Asian students the third largest ethnic group (7%). The Hispanic/Latino student populations for NVUSD grade-levels are: elementary school **58%**, middle school **55%**, and high school **51%**. For the purposes of this project proposal, minority group isolation is defined as any minority group of students attending a District elementary school in substantial numbers that represent **58%** or more of the District total elementary enrollment. The largest racial/ethnic groups represented in District elementary schools are Hispanic/Latino students. Based on this definition, **Hispanic/Latino students are the only isolated minority group in the District** and will be addressed in this project. For the purposes of this project, **socioeconomic disadvantaged is defined as any student who qualifies or participates in the Free or Reduced Price Meals (FRPM) program.** The District-wide FRPM student population is **49%**. The FRPM student populations for NVUSD grade-levels are: elementary school **54%**, middle school **52%**, and high school **42%**. For the purposes of this project proposal, socioeconomic isolation is defined as any group of socioeconomically

disadvantaged students attending a District elementary school in substantial numbers that represent **54%** or more of the District total elementary enrollment. The decrease in percentages of Hispanic/Latino and FRPM students in upper grade-levels may be due to non-Hispanic White families and socioeconomic affluent families choosing to attend a variety of Napa County private schools that offer kindergarten through eighth grade, and then choosing to re-enter the District at the high school level.

In 2016, the UCLA Civil Rights Project released a report that ranked California among the top three states where Hispanic/Latino students have been most severely segregated (Orfield, et al., 2016). The authors also identified Hispanic/Latino students as attending schools with substantial majorities of poor classmates, bringing to light the **double discrimination of the Hispanic/Latino student population**. Racial and socioeconomically isolated schools are strongly related to an array of factors that limit educational opportunities and outcomes. Social network theory may provide an explanation as it is suggested that social networks are an important capital for students and their families, but due to racial or class segregation; these networks differ in quality and content (Kucsera, 2015)

To increase racial/socioeconomic integration and improve academic achievement, NVUSD proposes: (1) **a significant expansion to the magnet program at Salvador Arts Magnet Elementary School** to provide Hispanic/Latino students and socioeconomic disadvantaged students the opportunity to attend a higher performing and less socioeconomically isolated school, and reduce the minority group and socioeconomic isolation on the campuses of two feeder elementary schools; McPherson and Shearer, (2) **a significant revision to the magnet program at Bel Aire International Baccalaureate (IB) Magnet Elementary School** to introduce a Communication and Media program into the IB

magnet school to reduce the minority group and socioeconomic isolation on the campus of Bel Aire, and (3) the development of a new magnet school, Phillips Leadership, Engineering, Art Design (LEAD) Magnet Elementary School to reduce the minority group and socioeconomic isolation on the campus of Phillips Elementary School.

A rigorous evaluation of the impact of the proposed magnet project will be comprised of two sets of quasi-experimental studies. The first set will examine the impact of the Success for All program on the achievement of students at Phillips Elementary, the second set will explore how students in each of the three project magnet schools perform relative to academically and demographically similar peers in similar non-magnet NVUSD elementary schools. If the interventions are well implemented, it is expected the quasi-experimental studies will produce evidence of promise on the relationship between program implementation and NVUSD project performance outcomes.

Parallel to the proposed magnet project, NVUSD continues to implement desegregation strategies, such as; the change of school attendance boundaries to increase student diversity, revisions to original District charter petitions to remove perceived and real barriers to charter school admissions, implementation of magnet programs to increase public school choice, and placement of transitional kindergarten classrooms on magnet schools to integrate young student populations. For the proposed project, new desegregation strategies will be introduced; **inter-district** applicants will be invited to apply through open enrollment to magnet schools, the District will partner with the **Housing Authority** to provide housing assistant applicants school choice opportunities outside of school attendance boundaries, **school bus transportation** will be available to magnet school students, and the District will partner with the **Napa Valley Transportation Authority** for public transportation opportunities to ensure families can

participate in magnet school committees and events so all parents have a voice in decision-making. Desegregation strategies are further explained in competitive preference priority 4-Increasing Racial Integration and Socioeconomic Diversity, and in the Desegregation narrative section.

In 2010, Napa adopted a Voluntary Desegregation Plan, and became a pioneer District in using selection criteria to address socioeconomic status. The 2010 process was manual and rudimentary. In 2013, the process was refined with the addition of an automated lottery system which better ensured procedures resulted in a weighted and randomized lottery. For this proposed project, the district will work with Dr. Richard Kahlenberg, an authority on socioeconomic integration. Dr. Kahlenberg will inform NVUSD of practices used by other school districts to ensure NVUSD remains futuristic with planning. The 2017 adopted District Voluntary Desegregation Plan specifically outlines student selection procedures and the weighted lottery process (see 2017 Voluntary Desegregating Plan). Student academic performance is not a criterion in the NVUSD magnet school student selection process.

The Magnet Schools Assistance Program (MSAP) dramatically changed Napa's public school integration efforts through public school choice. With MSAP support, Napa developed six magnet schools: in 2010: Alta Heights-Math, Arts, Science, Technology; Bel Aire Park-International Baccalaureate; Pueblo Vista-Environmental Sciences; and Salvador-Arts Integration; and in 2013, Napa Junction-STEM; Harvest-Dual Immersion/International Baccalaureate; and a significant revision of Pueblo Vista-Dual Immersion/Environmental Sciences. **Napa has not received funds under the MSAP program in the last fiscal year of the previous 2016 funding cycle.**

Enrollment differences between Napa magnet and non-magnet schools are significant. Since 2010, of the total 24 non-magnet schools, 80% have increased in Hispanic student enrollment, and of the non-magnet, minority group isolated schools, 100% have increased in isolation. In contrast, in 2017, of the five elementary magnet schools; Bel Aire Park had no increase in Hispanic student percentages, Pueblo Vista and Salvador reduced minority group isolation, and Napa Junction reduced minority group isolation to 53%, and by District definition is no longer defined as a minority group isolated school. The goal of Alta Heights was to provide opportunities to minority and socioeconomically disadvantaged students to attend a higher achieving and more diverse school. Since 2010, Alta Heights has increased in Hispanic enrollment, 34% to 53% and socioeconomic status, 32% to 49%

In 2016, Harvest Magnet Middle School became a Dual Immersion/International Baccalaureate school. Interest has almost doubled over the past five years, resulting in 110 applications for 2017-18, while the three District non-magnet middle schools; American Canyon, Redwood, and Silverado, received a combined total of 123 applications. From 2015 to 2017, Harvest, at 68% Hispanic/Latino, was the only NVUSD middle school not to increase in Hispanic/Latino percentages while the three non-magnet middle schools increased by 4%. Out-of-District family interest is also growing for Harvest, among the NVUSD middle schools; and through the old inter-district transfer process, Harvest currently has the most enrolled students from other surrounding Districts.

Without MSAP support, NVUSD integration would not be as successful. **Napa Valley Unified School District is considered a “lower-median wealth” district based on its property tax base and the state revenue limit funding formula.** The District receives approximately \$8,000 per student funding while neighboring districts to Napa County receive up

to \$17,000 per student. Currently, 49% of District-wide NVUSD students qualify and/or participate in the FRMP program. Districts with low-income students also tend to have lower income residents, and thus less of a property base from which to draw taxes (EdBuild, 2016). The limited property tax base to fund school programs, above and beyond maintenance and operations, is a top influential cause in the need for assistance to implement the magnet project as proposed.

Napa County is affected by the Bay Area “housing crisis” an evolving phenomenon with high demand exceeding supply and affordability. **Housing affordability is a factor to the rapidly changing demographics of NVUSD schools resulting in a wide range of residential areas segregated by race/ethnicity and socioeconomic status.** Napa County was recently ranked by real estate data company ATTOM Data Solutions as **the 8th most unaffordable housing market in the nation** (Schreder & Associates, 2017). This ranking compared wage housing costs to determine the unaffordability of a county’s housing market for the wage earners who reside there. The average Napa wage earner would need to spend over 84% of income to afford the median home in the area. In addition to housing affordability, one study suggests segregation is voluntary and often results due to ethnic preferences for co-national neighbors and negative preferences for other foreign groups (Ibraimovic & Masiero, 2014). Even so, research strongly shows the benefits of school integration. A recent article again reported that students in integrated schools have higher test scores, are more likely to enroll into college, and are less likely to drop out (Century Foundation, 2016). The article highlighted that students attending integrated schools are more likely to seek out integrated settings later in life.

Unfortunately, **the Napa Valley economic stratification and housing crisis continues to most negatively affect the younger students** since substantial disparity still exists at the

elementary school level. For example, Browns Valley Elementary School, 36% Hispanic/Latino and 34% socioeconomically disadvantaged sharply contrasts with Shearer Elementary School, 90% Hispanic/Latino and 86% socioeconomically disadvantaged. And across town, Vichy Elementary School, 17% Hispanic/Latino and 16% socioeconomically disadvantaged is severely different than McPherson Elementary School, 93% Hispanic/Latino and 86% socioeconomically disadvantaged.

This is the time the Magnet Schools Assistance Program can have the greatest impact to the double discrimination of Hispanic/Latino students and all students of poverty. In considering which schools should be selected for this magnet project, NVUSD recognized parent interest in expanding access to already popular choice options in the District. The District also recognized an interest for program revision at the elementary level for International Baccalaureate (IB). In a District-wide survey, among Spanish and English speaking parents, over 800 parents responded and expressed interest for first choice Science, Technology, Engineering, and Math (STEM) 68%; second choice Arts 52%; third choice Leadership 40%; and last choice, elementary level, IB 32%.

To investigate if additional thematic programs could draw sufficient interest to create large and diverse applicant pools, parents were asked, “Would you choose to enroll your child in a school because the school offered a program theme of interest for your child?” Over 88% of parents across the District responded positively that a program of interest would be an indicator in school choice. The survey responses suggest the proposed project, which identifies all NVUSD elementary schools as feeder schools to the project magnet schools, is an appropriate design. Resident families of McPherson and Shearer, the three feeder schools specific to Salvador, showed indications of interest for Arts and school choice outside of neighborhood

areas. Phillips resident parents replied 90% yes to the question, “Would you choose to enroll your child in your neighborhood elementary school because the school offered a program theme of interest for your child?” The survey responses were influential in school selection for the project since a targeted recruitment goal to reduce isolation at Phillips also includes encouraging non-Hispanic White students, in the Phillips residential area, to attend Phillips. In the same survey, only 32% of parents selected IB at the elementary school level, yet the Harvest IB middle school program is flourishing.

With further investigation, it appears the Napa community may be seeking a more tangible elementary program theme. The most popular programs of choice in Napa County (whether being private, charter, magnet, or standard neighborhood schools), offer a program with a concrete connection to career and post-secondary education and/or provide development of specific skill-sets. For example, the Harvest IB Middle Years Program is integrated with a Dual Immersion program which affords all students the opportunity to learn Science, Social Studies, and other core classes in Spanish to gain fluency in language acquisition skills for a high school diploma and a bi-literacy degree. On a recent survey question “If your neighborhood elementary school currently offers a program, would an additional theme enhance the school?” over 80% of Bel Aire resident parents responded ‘yes’ and selected Communication and Media as a program option. This is encouraging, as the Bel Aire resident area is diverse, and retaining more non-Hispanic White and affluent resident students to attend Bel Aire will support the project’s goal to reduce isolation at the school. The District reviewed- community interest, school enrollment demographics, school resident demographics, facility capacities, academic achievement percentages, and other data indicators as described below; to ensure school selection for the magnet project would result in meeting and/or exceeding project performance measures.

The significant expansion of the Salvador Magnet Elementary School, an Arts Integration school will be significantly expanded through consolidation with nearby El Centro Elementary

School. El Centro has a smaller student enrollment than Salvador, but a larger school campus. When consolidated, the two schools will become one, combining the current resident attendance areas of both schools. The Salvador Magnet School will be re-located to the larger campus at El Centro. El Centro will close as a traditional district school to become the Salvador Magnet School, thereby significantly expanding opportunities for minority and socioeconomically disadvantaged students to attend a high quality, more diverse school. More students will be able to participate in a wide range of artistic experiences and see themselves and their cultural backgrounds represented in the Arts Integrated curriculum.

The NVUSD voters passed a June 2016 local bond for \$269,000,000. The expansion of Salvador is estimated to cost \$18,610,216, and bond funds have been designated for this consolidation. This expansion will increase Salvador's student resident attendance boundary from 295 to 493 and decrease minority group isolation of Hispanic/Latino student current enrollment from 62% to **58%** (resident students will be **50%** Hispanic/Latino) and decrease socioeconomically disadvantaged student current enrollment from 60% to **49%** (resident students will be **37%** socioeconomically disadvantaged). As a result of school boundary changes, **Salvador Magnet School resident demographics will be 8% below the 58% elementary Hispanic/Latino and 17% below the 54% elementary demographics for socioeconomically disadvantaged.**

Salvador will be located approximately 4 miles and 9 minutes away from two larger elementary schools with significant minority and socioeconomic isolations. The two Salvador feeder elementary schools are: **McPherson**, Hispanic/Latino minority group isolation **93%**,

disadvantaged socioeconomic enrollment **86%**; and **Shearer**, Hispanic/Latino minority group isolation **91%**, disadvantaged socioeconomic enrollment **88%**. A feasibility analysis of these two schools revealed resident demographics and facility capacities do not support transforming the two schools themselves into magnet schools. The schools lack seat capacities to open enroll large enough student populations beyond the resident attendance areas. Between resident demographics and limited open enrollment capacities, lottery applicants would not provide sufficient changes to significantly reduce isolation. In contrast, the proposed significant expansion of Salvador will increase building capacity to the NVUSD board approved capacity of 600 students and allow 110 K-5 additional open enrollment seats, each year, at Salvador.

In 2010, Salvador was one of the lowest performing District schools for student academic achievement; however, this is no longer the case. For example, Salvador's student achievement for Science on the 2016 California Assessment of Student Performance and Progress (CAASPP) is 58%, 11 percentage points above the District's 47% average, and 4 percentage points above California's 54% average. In contrast, for Science proficiency; McPherson is 16% and Shearer is 32%. McPherson and Shearer are below averages on the District's 2016 CAASPP averages for, for example; McPherson is 25% below District proficiency levels for English Language Arts; and while Salvador is at District averages for Math on the 2016 CAASPP; McPherson is 12% below and Shearer is 1% below District averages. Salvador's increases in academic achievement since the implementation of Artful Learning show promise for future student successes. Research literature findings presented in a three year evaluation report, of the Artful Learning program, suggested school-level changes in achievement for the Artful Learning schools, in comparison to schools not using the program, showed some positive trends emerging (Griffin & Miyoshi, 2009).

A significant revision to the magnet program at Bel Aire Park IB Magnet Elementary

School is requested to continue efforts to attract a diverse applicant pool sufficient enough to reduce ethnic/racial and socioeconomic isolation on the Bel Aire Campus. In 2010, Bel Aire's Hispanic/Latino enrollment is **74%** and the socioeconomically disadvantaged student enrollment is **73%**. The current student enrollment is 439, with space to increase to the District's board approved capacity of 600 students; there are approximately 150 seats available for open enrollment.

In 2010, 136 students were enrolled into an 'alternative program' at Bel Aire and 386 students were enrolled as regular students throughout the school. The alternative program began prior to 2010 with an intention to allow students a unique opportunity to move with teachers between grades. However, with good intention, this alternative program created a segregated cohort of non-Hispanic White and more affluent students in comparison to the general school population. By 2011, the alternative program was eliminated, and the IB magnet program was introduced to unify the school student populations and bring diversity to the campus through open enrollment. The IB program met the unification objective and introduced a cohesive model of education for all Bel Aire students. Interestingly, while community outreach in 2010 supported an IB program, today Napa County elementary school families appear to be seeking a more concrete theme, and perhaps view IB at the elementary school level as more of pedagogy of instruction. The IB program is a common model, and Bel Aire is a quality IB World School, yet the IB Primary Years Program, on its own, has not proven sufficient to encourage Napa County residents to select Bel Aire. Many families have suggested that the once 'best practices' offered only by IB programs have influenced and infiltrated into the common core curriculum to lead the way for all schools. The 2010 enrollment of 522 students has declined to 439 and if

patters of reduced enrollment continue, by 2021, Bel Aire enrollment is projected to be 388 students (Schreder & Associates, 2017).

The story is different at the Harvest Magnet Middle School IB/Dual Immersion School. Older students understand the opportunity to not only participate in the eight areas of IB curriculum beyond a standard middle school model but also engage in the Dual Immersion language program to progress into advanced courses in high school. The proposed significant revision of Bel Aire is critical to the desegregation efforts at Harvest due to the IB program alignment lottery priority. This is a critical time for diversification efforts at Bel Aire to ensure the program alignment lottery preference into Harvest will provide a diverse group of entering students and continue the recent successes for magnet middle school desegregation.

It is anticipated that due to the proposed significant revision of the IB program to include a more STEM-related and tangible theme, chosen by the Napa County community-Communication and Media, that non-Hispanic White and more affluent students will select IB/Communication and Media as a program of interest for school choice. Increases in Bel Aire academic achievement will also encourage families to select Bel Aire as a viable option. On the 2015-16 CAASPP for math, Bel Aire was 11% above the District average and for science 9% above the District averages for students meeting and/or exceeding math and science standards. It is anticipated the significant revision will support student engagement as students say they are motivated by solving real-world problems and students often express a preference for doing rather than listening (Lombardi, M., 20017). The Communications and Media theme will directly link students to STEM-related skill development. STEM, with its focus on engineering design principles that encompass science, math and technology, is a good fit when it comes to film and

video, video streaming, photojournalism, and design technology. The equipment and technology needed to broadcast will introduce engineering skills to young students in a practical way.

The staff, parents and community selected **Phillips Elementary School to become a new Leadership, Engineering, Art Design (LEAD) Magnet School** to reduce Phillips' Hispanic/Latino minority group isolation of **92%** and socioeconomic disadvantaged isolation of **87%**. Phillips was an Edison Charter School for over ten years. However, in January 2013, NVUSD was the charter authorizer for Phillips, yet could not recommend a charter renewal. The school had the highest suspension rate among the district's elementary schools and ranked poorly on academic test scores compared to schools with similar demographics. In 2013, Phillips Edison Charter School became Phillips Elementary School. As an isolated school, Phillips addressed a need for innovation by proposing a theme program. The program was rudimentary at best, and without significant resources, the goal to develop and mature the program to a level sufficient to transform Phillips has not been realized. The Phillips school logo was changed, yet without resources, this has ultimately been in name only, and unfortunately Phillips is not a theme-based school of choice.

The proposed Phillips Magnet School will rely on the New Tech Network (NTN) model as a foundation to build a quality STEM program. The NTN model will support the development of a unique Leadership, Engineering, Art Design (LEAD) School. The New Tech Network (NTN) is a non-profit organization that was started in Napa in mid-1990, by a group of local business and education leaders to re-imagine what a great high school would be like. As the result of their imagining, in 1996, the District opened the first New Technology High School in the nation. The NTN high school concept has grown since then through its partnership with the New Tech Foundation. In 2009, the New Tech Foundation became a subsidiary of Knowledge

Works and was renamed New Tech Network. The NTN now supports the expanding New Tech community of schools, which has grown to 120 schools in 18 states. The NTN instructional model incorporates project-based learning (PBL) and the use of technology in a 1:1 computing ratio. With the successful implementation of the model at American Canyon High School, Napa New Technology High School, and high schools around the nation, it is apparent that students at the middle and elementary levels need preparation to learn in this new technology-infused PBL environment. **Phillips will be developing a groundbreaking NTN elementary version, in the central Napa Valley area, through this partnership.**

Student achievement at Phillips has increased slightly on the California Assessment of Student Performance and Progress (CAASPP). However, without sufficient resources the isolated school is still struggling. With faculty and parent readiness, the foundation has been set to transform Phillips. The current enrollment of Phillips is 534, K-6. Phillips is the only elementary school with 6th grade students, yet beginning in 2017-18, the 6th grade students will attend the local middle school. This decreased 6th grade enrollment to 472 K-5 will release additional seats for sufficient open enrollment. It is anticipated that at the Board approved capacity of 600, over 128 K-5 additional seats will be available for open enrollment. The NTN model shows promise to improve academic achievement in the upper grades and is anticipated to improve achievement at Phillips, for example; a quasi-experimental design study found NTN 9th graders outperformed control students on end of course math and English language arts exams. This effect remained after controlling for poverty, race, and pre-existing achievement levels (Stocks et al., 2016).

All NVUSD elementary schools will be feeder schools to Phillips. Noteworthy, Alta Heights Magnet School, Math, Art, Science, Technology (MAST) has an annual open enrollment

wait list; an applicant pool of more affluent and non-Hispanic White kindergarten students not offered a MAST magnet seat due to capacity. Phillips and Alta Heights are located approximately 2 miles apart. It is expected families interested in MAST will discover the Phillips' theme-related Leadership, Engineering, Design Art (LEAD) program as an additional option for open enrollment and further support desegregation goals at Phillips.

Cost of Implementing the Magnet School Programs as Proposed The Napa Valley Unified School District is requesting \$10,121,928 over a five year period from the Magnet Schools Assistance Program (MSAP); however the District will also provide resources to the project. The types of expenses required to significantly expand and revise existing magnet programs, and develop a new magnet program are over and above the District's normal expenses for staffing, professional development, facilities, and resources. Specialized support staff is needed, including curriculum specialists to support the theme as well as district level staff to successfully develop and manage the project. One time start-up costs are needed to purchase specialized equipment.

Needless to say, the District's ambitious goals have created serious concerns regarding its fiscal capacity to implement new and different educational options while also continuing to implement the District's vision to "*Transform lives by instilling 21st Century skills and lifelong learning in every student.*" California, and each State's funding formula varies, about 45% of school funding comes from local sources, typically property taxes, and as stated previously, Napa County has a limited property tax base . However, Napa's commitment to the project is evident as the District will provide in-kind services for personnel, such as; classroom teachers, principals, and central office accounting personnel. The Measure H bond project will support facilities for the Salvador relocation, expansion, and construction of new buildings at \$18,610,216; for Bel Air's facility modernization at \$8,866,436; and for Phillips to upgrade

technology infrastructure, rebuild an administration building and multiuse/kitchen, replace seven relocatable classrooms, repurpose the old multipurpose library, and add a new parking lot at \$1,000,000.

New bus routes will be established to support the project goals and support equitable access to magnet schools. The District is requesting \$44,610 per project year to transport Shearer resident students and \$44,270 per project year to transport McPherson resident students to Salvador. At no-cost to the project, the District will transport District-wide students to Phillips and Bel Aire by altering existing routes. The District currently runs bus routes for overflow students when a school is at capacity. It is anticipated that as more families select magnet schools, and change the enrollment numbers for schools across the valley, the need for overflow buses will reduce. Therefore, after the proposed project's grant funds end, the overflow bus routes and all magnet routes will be interwoven into the District transportation matrix to reduce overflow routes and continue magnet routes and costs will be absorbed.

Priority 1(b) the resources available to the applicant to carry out the project if funds under the program were not provided.

The Local Control and Accountability Plan (LCAP) is a critical part of the new Local Control Funding Formula in California. Each school district must engage parents, educators, employees and the community to develop the District plan. The NVUSD LCAP is aligned with the 4 District goals: 1) college and career readiness, 2) equitable access to close the achievement gap, 3) instill 21st Century skills (the 6Cs - critical thinking, communication, collaboration, creativity, citizenship, and character), and 4) develop programs that support healthy living. The District's current budget is 175 million, which is a 2.9% decrease from 2015-16. Additional decreases are expected due to; the Governor's January 2017-18 budget proposals are less than

had been projected in the State's Adopted budget, increases in employer costs required for funding retirement pensions are increasing substantially in the multi-year projection period, and maintaining minimum reserve levels require deep and far reaching budget adjustments for the upcoming fiscal years. The projected multi-year impacts are estimated to be a 7.3% reduction of \$12,373,462, 2017-18; 2.7% reduction of \$4,549,259, 2018-19; 2.1% reduction of \$3,596,435, 2019-20; and 2.2% reduction of \$3,989,006, 2020-21. Over the next four years, the District must reduce by approximately \$24,508,162 yet continue to provide high-quality education to students.

To keep public school choice an option, the District is committed to magnet schools, yet the resources necessary to transform schools; such as, curriculum development, professional development, theme-related materials, and technology will not be available. The Measure H Bond will provide basic facility upgrades, however there are limited additional funds available to develop theme-related facilities, such as; a Technology Applications Lab, a Design Art Lab, an Art Theater, or a Communication and Media Studio. The NVUSD has passed several General Obligation Bonds since 1996: June, 1996 for \$23,100,000; November 2002 for \$95,000,000; and November 2006 for \$183,000,000. Over many years, the district has received \$46,973,596 from the modernization grants and matched those funds with local funds of \$16,389,927 to complete modernization projects. Beyond standard modernizations and maintenance, it will be critical for the proposed project schools to transform themselves to attract diverse student populations, yet; unfortunately, District resources beyond maintenance are minimal.

Priority 1(c) the extent to which the costs of the project exceed the applicant's resources.

As demonstrated above, Napa does not have the resources to increase per pupil expenditures at the proposed magnet schools. The District is currently struggling to implement inquiry-based learning professional development for all schools and is working to provide the tools needed for the future of technology-infused instruction. Student per-pupil funding is minimal, yet many enrolled NVUSD students have special needs, including English Language Learners at 23% and students with disabilities at 10%. If proportions of the NVUSD operating budget were used on magnet schools, non-magnet schools, where some of these special needs students attend, would be inadequately funded resulting in an injustice. The cost of the project exceeds the resources of NVUSD. To proceed forward, the District will continue to work with private partners to provide funding opportunities for the proposed magnet programs, but the costs absolutely exceeds its resources.

Priority 1(d) the difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet schools project – e.g., the type of program proposed, the location of the magnet school within the LEA – impacts the applicant's ability to successfully carry out the approved plan.

Regrettably, California's school funding continues to lag. A recent annual ranking placed California 46th in the nation in school spending. A limited property tax base, a low state revenue funding formula, and limited per-pupil spending make this project challenging to carry out, if at all. Bel Aire and Phillips are racially and socioeconomically isolated, yet must attract non-Hispanic White and non-socioeconomically disadvantaged students from both resident attendance areas and from throughout the District. This is challenging since NVUSD competes

for the same students that local private schools are trying to recruit. From 2009 to 2013, local private school enrollments increased by 6.6%, approximately (Schreder & Associates 2017). It is imperative Bel Aire and Phillips District schools develop exciting programs that are sufficient to compete with private schools as well as other open enrollment District schools of choice.

It is suggested that special programs, located at the six magnet schools, once only available at private and charter schools, are factors to attract and keep students within NVUSD. It is anticipated Bel Aire and Phillips will do the same. Considerations for the types of programs proposed at Bel Air and Phillips were based upon community interest and District organizational capacity. The programs, Communication and Media and Leadership, Engineering, Design Art, will be developed through Literacy and STEM components. The current Napa Junction STEM Magnet School and the Alta Heights MAST Magnet School provide a network within the District for sustainability after project funds have ended. Once operational, the four schools will work together to establish and strengthen community partnerships and cross-train for literacy and STEM professional development. However, the start-up cost of implementing Communication and Media and Leadership, Engineering, Design Art programs will be substantial, and will require the installation of technology within all classrooms, the purchase of technology for direct student use, and will require equipment and supplies to support curriculum integration throughout all grades and all classrooms.

Napa is proposing to significantly expand Salvador Arts Magnet School to reduce minority group and socioeconomic isolation at two feeder elementary schools; McPherson and Shearer. This will be complex, and unless there is ample support, the proposed expansion will only be partially implemented and have far less impact than intended. Parents need to be confident the significantly expanded magnet school will enrich the education for their children,

enough so, families will be motivated to leave their resident schools. Cost to expand Salvador was taken into consideration for District organizational capacity and sustainability. Salvador is a national Model school for Artful Learning; the status provides on-site training for interested participants across the United States. As a model school, the staff at Salvador receives a discount for annual workshops and training programs. However, the expansion will require the purchase of musical instruments, the development of a theater, and implementation of specialized technology in all classrooms. Sensitivity is critical to the culture of residential communities. While the expanded magnet school will target enrollment from the residential areas of McPherson and Shearer, the Napa Housing Authority and Napa Valley Unified School District partnership will work to preserve and enhance desirable qualities in residential neighborhoods.

Competitive Preference Priority 4- Increasing Racial Integration and Socioeconomic Diversity, Increase racial integration by taking into account socioeconomic diversity in designing and implementing magnet school programs.

In California, the proportion of non-Hispanic Whites in the total statewide student population has declined drastically while the proportion of Hispanic/Latino population has soared. California's Hispanic/Latino students have less contact with White students than either Hispanic/Latinos or African Americans in any other State (UCLA, 2016). This is a concern, as segregated schools build and sustain segregated societies.

To increase integration and diversity, the District proposes: **(1) a significant expansion to the magnet program at Salvador Arts Magnet Elementary School** to provide Hispanic/Latino students and socioeconomic disadvantaged students the opportunity to attend a higher performing and less socioeconomically isolated school, **by target recruiting to Hispanic/Latino and socioeconomically disadvantaged resident students of McPherson and**

Shearer, (2) a significant revision to the magnet program at Bel Aire Park IB Magnet Elementary School to introduce a STEM-Communication and Media program into the IB magnet school and **market and target recruit non-Hispanic White, non-socioeconomically disadvantaged students, from all NVUSD feeder elementary schools, and (3) the development of a new magnet school, Phillips Leadership, Engineering, Art Design (LEAD) Magnet Elementary School** to market and target recruit non-Hispanic White, non-socioeconomically disadvantaged students, from all NVUSD feeder elementary schools.

Program Performance Measures 1.1-1.5 directly relate to integration. By October 1 of each project year, for Bel Aire and Phillips, and for one (or more) of Salvador's feeder schools McPherson and Shearer, enrollment targets will be attained by reducing the isolation of Hispanic/Latino students at Bel Aire and Phillips, and at one (or more) of Salvador's feeder schools McPherson and Shearer, (using 2016-17 as the baseline) by at least **2 percentage points** per year (10 percentage points or more over 5 years). The school demographics are: **1.1 ► Bel Aire (K-5) 74.4% Hispanic/Latino, 22.5% white, other groups < 3%. Low Income: 73.1%); 1.2 Phillips (K-5) (92.0% Hispanic/Latino, 6.3% white, other groups < 2%. Low Income: 86.8%); 1.3 ► McPherson (K-5) (93.2% Hispanic/Latino, 4.3% white, other groups < 2%. Low Income: 85.6%); ► 1.4 Shearer (K-5) (91.4% Hispanic/Latino, 7.4% white, other groups < 1%. Low Income: 87.9%). 1.5 By October 1 of each project year, the proportion of socioeconomically disadvantaged students will be reduced by at least **3 percentage points** at Bel Aire and Phillips schools, and at one (or more) of Salvador's two feeder schools, McPherson and Shearer, therefore reducing socioeconomic isolation.**

Napa Valley Unified School District is a pioneer District in taking into consideration socioeconomic indicators to increase racial integration, beginning with the 2010 NVUSD lottery

process. The newly adopted 2017 Voluntary Desegregation Plan further refines NVUSD desegregation strategies, student selection criteria, and weighted lottery priorities to take into account socioeconomic diversity. The feasibility study, conducted by the District for the MSAP 2017 award, provided guidance for how and why the schools in the proposed project were selected to further support District-wide socioeconomic diversity goals.

Key Desegregation Strategies: In 1997, the District opened New Technology High School without a student attendance boundary; and in 2010, opened American Canyon High School to support a rapidly growing residential area. During both school openings, **the attendance boundaries for the two larger and older NVUSD high schools, Napa High School and Vintage High School, were specifically rezoned to better integrate high school students.** Napa and Vintage schools are within only 9 percentage points from one another for Hispanic/Latino enrollment and only 6 percentage points from one another for socioeconomic status. The strategy *reduced minority group and socioeconomic isolation* between the two larger high schools, Napa and Vintage.

In August 2016, a report released by the American Civils Liberty Union (ACLU) alleged that 20% of California charter schools have unlawful admissions practices (Leung & Alejandre, 2016). Some exclusionary practices in the report included; academic performance criteria, collection of student documentation during the enrollment process, and expectations for family donations. As the charter authorizer for three charter schools, NVUSD worked with charter school councils and immediately **revised charter school admission requirements to remove possible admission barriers.** Aligning charter school processes to District practices supported an increase in charter school enrollment of Hispanic/Latino students by up to 7% and an increase in socioeconomically disadvantaged students by up to 16%. Working to ensure charter school

enrollments are similar to District demographics has been vital to *reduce minority group and socioeconomic isolation* between NVUSD charter schools and NVUSD District schools.

The Magnet Schools Assistance Program has had a profound effect on the organizational reform of Napa's public school integration by supporting the development of six magnet schools: Alta Heights-Math, Arts, Science, Technology (MAST); Bel Aire Park-International Baccalaureate, Primary Years Program (IB-PYP); Harvest- International Baccalaureate, Middle Years Program/Dual Immersion (IB-MYP/DI); Pueblo Vista-Dual Immersion/Environmental Sciences (DI/ES); Napa Junction-Science, Technology, Engineering, and Math, (STEM), and Salvador-Arts Integration (AL). Over the past years, Bel Aire and Harvest, once rapidly increasing in isolation, have not increased in Hispanic/Latino percentages; Pueblo Vista and Salvador have *reduced* minority group isolation; Napa Junction has *eliminated* minority group isolation; and Alta Heights has increased in Hispanic/Latino percentage which aligns to its segregation goals to provide minority students a less isolated school. **The specialized magnet programs have increased public school choice and reduced and/or eliminated minority group isolation between some NVUSD student populations.**

Beginning in 2013, the District strategically **placed transitional kindergarten (TK) classrooms on the 5 elementary magnet school campuses** and invited families throughout the District to apply. For 2017-18, it is estimated that over 140 pre-kindergarten students, reflective of diverse demographics across the District, will enroll into TK programs. The TK School will then become the student's assigned school for kindergarten. It is anticipated this desegregation strategy will further support the reduction of minority and socioeconomic isolation by *integrating diverse student populations at very young ages.*

Other desegregation strategies have contributed to NVUSD school integration, such as, the District ■ Closed three small elementary schools and adjusted attendance boundaries accordingly to achieve diversity ■ Consolidated racially isolated traditional and alternative school programs co-located on the same school sites to reduce racial isolation at two elementary school sites, Bel Aire Park and Pueblo Vista ■ Adjusted elementary attendance boundaries around one magnet school, Pueblo Vista, and one charter school, Napa Valley Language Academy, to provide additional space for choice students; and ■ Recently implemented an online open enrollment application and lottery system to increase efficiency with monitoring demographic applicant data to provide remedial recruitment actions during application season so at the time of lottery the applicant pools will be sufficiently diverse to support performance measure targets.

For this proposed magnet project, NVUSD has changed **inter-district** procedures, partnered with the **Napa Housing Authority**, incorporated magnet school **transportation** for students, and partnered with the **Napa Valley Transportation Authority** to support family access to magnet schools. Out-of-District applicants will be welcome to apply to NVUSD magnet schools through the open enrollment online application system and therefore circumvent the inter-district paperwork necessary for all other District schools. The District is surrounded by more affluent school districts and the inter-district change will support NVUSD goals to increase socioeconomic diversity on magnet school campuses. The Housing Authority and District partnership will increase the option for housing assistant applicants to attend schools outside of attendance boundaries by incorporating discussions of school choice and literature into initial tenant briefings and recertification meetings, and by providing direct support to applicants for completing magnet applications through open enrollment procedures. Specific to the goals of this

project, Salvador's feeder schools- McPherson and Shearer are located close to many subsidized housing and apartment options. Open enrollment applicants in the attendance areas of McPherson and Shearer will receive a lottery priority preference for attendance to Salvador Magnet School, a higher performing and more diverse school. Resident students of McPherson and Shearer will receive transportation to attend Salvador. Transportation for students attending Bel Aire and Phillips will be made available to students throughout the District. Public transportation (the Vine) will offer on demand services in some of the smaller jurisdictions to support family access to magnet school activities and events.

Student Selection Criteria and Weighted Lottery Priorities The NVUSD process is as follows: (1) The Superintendent or designee establishes a maximum enrollment capacity for each District school, (2) Enrollment priority is given to students residing in the NVUSD attendance boundaries, (3) Students may apply to attend a school outside their resident attendance boundaries through the open enrollment procedures, (4) Applications for open enrollment are submitted through the parent portal of the online application system, which are typically the months of October – November. Applications provide for designating a first and second choice open enrollment school. Applicants enter into both lotteries for both choices. Lotteries are filled by first choice first and then by second choice in order of lottery preference priorities.

The lotteries fill by the following priorities: **(1) students residing within the attendance area of a charter school that do not wish to attend a charter school as required by state charter school law** (Napa has very few, approximately twenty resident students for the charter elementary school, Napa Valley Language Academy); **(2) socioeconomic status;** **(3) magnet and specialized theme program alignment:** (a) Students attending elementary Spanish-English Dual Immersion schools to attend Harvest Magnet Middle School (Napa Valley Language

Academy and Pueblo Vista Magnet School), (b) Students attending an International Baccalaureate Primary Years Program school to attend Harvest Magnet Middle School (Bel Aire Park Magnet School and Mt. George International School), (c) Students attending the Leadership Academy Youth Leaders in Action (LAYLA) at Silverado Middle School and students attending the International Spanish Academy (ISA) at Harvest Middle School to attend Napa High School, (d) Resident students of McPherson and Shearer who apply to Salvador; **(4) siblings of students already in attendance in that school and will be attending the school the following year;** **(5) students whose parent/guardian is assigned to that school as his/her primary place of employment;** **(6) For all other applications for open enrollment outside a school's attendance area a random, automated, and unbiased selection process (e.g. a lottery) is used to determine who will be admitted;** all students enter the same lottery at the same time, the automated system identifies applications for different priorities and after the applications with priorities are selected, in the order as outlined here, then the general applications without any lottery priority are randomly selected – this occurs in the same lottery pool **(7) Inter-district students may apply through open** enrollment only to attend NVUSD charter schools, magnet schools, and New Technology High School: (a) River Middle School and Napa Valley Language charter schools may include NVUSD non-resident students into the general lottery per charter MOU, (b) New Technology High School will include the NVUSD non-resident students, in order by date the application was received, below the randomly generated lottery students, (c) Alta Heights, Bel Aire Park, Napa Junction, Pueblo Vista, Salvador, Harvest, and the proposed new magnet school, Phillips, will include the NVUSD non-resident students, in order by date the application was received, below the randomly generated lottery students. Due to open space

capacity at the magnet schools, it is anticipated and predicted all out-of-district applicants will take a magnet seat.

The lottery preferences and priorities for NVUSD schools only apply to the lottery process. In the event an applicant completes an open enrollment application after the randomized lottery, the applicant will not receive lottery priorities and will be placed below the randomly generated lottery students, in the order by date, the application was received, and below out-of-district applicants. This is not an anticipated occurrence as NVUSD does not regularly conduct a late application season, however; this is stated for clarity of the lottery process. **Enrollment is not based on a student's academic or athletic performance. If more seats are available than requested, all applicants will be offered a seat.** Applicants receive invitations to accept or decline seats for each choice, at the same time. Once a seat is accepted, the student is automatically removed from the other choice and/or wait list. Applicants may receive a wait list number and monitor this number for changes in placement up-to June 30 of the same school year as the open enrollment application, wait list will not roll into the next application season as a priority list, all open enrollment applicants will complete an open enrollment application for the grade appropriate requested year.

Weighted Lottery: To clarify the process of the NVUSD weighted lottery specific to socioeconomic factors, further explanation follows. The District has established socioeconomic balance goals for each school based on federal FRPM program eligibility, each school's demographic data is reviewed for FRPM percentages and if the FRPM percentages are statistically significant above or below the District average for FRPM 49% and/or the elementary average for FRPM 54%, the school is designated as a high or low socioeconomic lottery preference school. School ranges are reviewed annually to establish the school's high or low

socioeconomic preference that would balance the school to mirror the District socioeconomic demographics: (a) To ensure the school does not become socioeconomically isolated, each lottery season, the school's percentage of FRPM enrollment are compared to the District range, and lottery percentages for incoming low or high lottery preferences will be established, (b) For incoming kindergarten students, applicants respond to questions on the online application for income level and household size, and this information is matched to FRPM qualification data, (c) For students enrolled in NVUSD, applicants respond to a question asking if the student qualifies and/or participates in the FRPM program. If applicants do not know, they may respond to the income and household size questions. California Department of Education, Nutrition Services Division specifies household income level in relation to household income. Household sizes in relation to annual incomes at or below the following levels may be eligible to participate in the FRPM program: household size 1, \$15,444; household size 2, \$20,828; household size 3, \$26,208; household size 4, \$31,590; household size 5, \$36,972; household size 6, \$42,354; household size 7, \$47,749; household size 8, \$53,157, and each additional family member is an addition of \$5,408.

For the proposed project, **Bel Aire and Phillips are identified as a high socioeconomic lottery preference and priority will be given to students who do not qualify or participate in the FRPM program, and Salvador is identified as a low socioeconomic lottery preference, and preferences will be given to students who qualify or participate in the FRPM program, with priority first given to socioeconomically disadvantaged McPherson and Shearer resident students.**

Feasibility Study to support socioeconomic integration: Focused data analysis of all District schools included; review of in-and-out student migration by resident student ethnicity

and economic demographics and where these student resident populations open enroll; review of each school's resident attendance area in relation to how diverse the resident demographics are to investigate how retaining all resident students to remain in resident schools would impact school demographics; review of each school's facility capacity and enrollment numbers to examine how many open enrollment seats would be available above the resident student enrollment in relation to the number of open seats available; review of open seat availability in connection to significant student numbers that could introduce diverse student populations to a school; review of placing undue burden and potential hardship on minority group and socioeconomically disadvantaged student populations by developing magnet schools at some sites that would result in lengthy transportation requirements for these disadvantaged populations.

The decisions to significantly expand Salvador, revise Bel Aire, and develop Phillips into a new magnet school were taken into consideration to encourage socioeconomic diversity throughout the District. Among the elementary schools, the most isolated schools are; McPherson, Phillips, and Shearer. McPherson and Shearer did not meet the criteria in the feasibility study to indicate the schools would successfully meet objectives and project performance measures for magnet schools implementation with fidelity. Therefore, the significant expansion of Salvador provides students at these two feeder schools the opportunity to attend a more diverse school and in-turn reduces minority and socioeconomic isolation on the campuses of McPherson and Shearer.

Phillips did meet the criteria in the feasibility study as the Phillips resident student population can support diversity goals. Data indicates that many non-Hispanic White and more affluent Phillips resident students open enroll to the close-by Alta Heights Magnet, MAST, which offers a STEM-related theme similar to the proposed Phillips LEAD theme. Supported by

data gathered in a community survey to all Phillips resident families, it is anticipated diverse Phillips families will begin to enroll into Phillips due to program interest. Phillips sixth grade students will relocate to Silverado Middle School and open enrollment seats above resident enrollment will be sufficient to support a large applicant pool K-5.

Bel Aire Park IB Magnet School is an important link to the District goals of socioeconomic integration at the middle school level. The IB program alignment supports lottery preference for Bel Aire students to receive priority to Harvest IB Magnet School. The significant revision of the IB program is directly related to the feasibility analysis of both where District-wide families choose to open enroll as well as District-wide survey and community outreach feedback. While IB is popular across many school districts, in Napa, at the elementary school level, families consistently choose school programs that are tangible and relate directly to skill development. In contrast, the Harvest IB program is drawing community interest, as the eight curriculum areas offered in the IB MYP are very different from the other NVUSD middle schools. Specifically, it is the only District middle school that all students take Spanish for all three years which promotes Harvest students into ninth grade in advanced Spanish classes. The required IB Design courses and the eighth grade community service project are also unique to Harvest and popular. The significant revision of the IB PYP at Bel Aire addresses the community wide survey for STEM related programs and specifically for Communication and Media. It is critical to reduce minority group and socioeconomic isolation at Bel Aire, to not only offer Bel Aire students a more diverse learning environment, but to also support the integration work at Harvest and middle schools District-wide.

Designing and implementing the magnet school programs as proposed allows for the most extensive impact to socioeconomic integration across NVUSD at the elementary and

middle school levels. While Napa has made advances in school integration, Richard D. Kahlenberg, a senior fellow at The Century Foundation with expertise in education and civil rights, will provide technical assistance to NVUSD as a trainer for the Magnet Steering Committee, District School Board, NVUSD Executive Cabinet, Magnet Project Director, and project School Principals to further promote socioeconomic integration goals.

(a) Desegregation (1) the effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

Ensuring equal access for students from different social, economic, gender orientation, academic abilities, and racial/ethnic backgrounds to attend a magnet school will be accomplished through the comprehensive two-prong marketing and information campaign.

The Two-Prong Recruitment Plan The District has established a two-prong marketing and recruitment plan focused (1) on providing public information about magnet schools, and (2) targeted marketing and student recruitment. **The goal of the Public Campaign is to increase and maintain the visibility of magnet schools in the community.** Marketing and recruitment will be throughout all NVUSD resident areas. The focus will be not only on magnet theme opportunities but also on the purpose of the magnet project. Community outreach meetings and literature will communicate NVUSD demographic data and school-site data to inform the public about school segregation. The Public Campaign will emphasize research to propose that all students benefit from diverse learning environments. All printed materials will be translated into Spanish and other languages as determined appropriate. All presentations, community meetings, informational nights will have interpreters available.

The goal of the **Targeted Recruitment Campaign** is to increase racial integration and academic achievement, by taking into account diversity in designing and implementing

marketing and recruitment outreach. The District proposes: (1) **a significant expansion to the magnet program at Salvador Arts Magnet Elementary School** to provide Hispanic/Latino students and socioeconomic disadvantaged students the opportunity to attend a higher performing and less socioeconomically isolated school, **by marketing and recruiting to Hispanic/Latino and socioeconomically disadvantaged resident students of McPherson and Shearer**, and therefore; reduce the minority group and socioeconomic isolation on the campuses of McPherson and Shearer, (2) **a significant revision to the magnet program at Bel Aire Park IB Magnet Elementary School** to introduce a Communication and Media program into the IB magnet school and **market and recruit non-Hispanic White, non-socioeconomically disadvantaged students, from all NVUSD feeder elementary schools**, to reduce the minority group and socioeconomic isolation on the campus of Bel Aire, and (3) **the development of a new magnet school, Phillips Leadership, Engineering, Art Design (LEAD) Magnet Elementary School** to market and recruit non-Hispanic White, non-socioeconomically disadvantaged students, from all NVUSD feeder elementary schools, to reduce the minority group and socioeconomic isolation on the campus of Phillips Elementary School. (See enrollment data Tables)

The Central Office Recruitment Team Napa Valley currently has six magnet schools and procedures are in place to support recruitment for the three proposed project schools. The team will consist of the Project Director, Project Administrative Assistant, Marketing and Recruitment Consultant expert, and at no cost to the grant, the NVUSD Communications Director, the District Information Specialist, the Communications Media Specialist, and the District Coordinator of Parent Engagement. The central office team will provide overall guidance for coordinating recruitment events and activities at the district-wide level and school levels. **The School**

Recruitment Team The school teams will consist of the principal, magnet lead teacher, and the school's community and parent liaisons at each of the magnet schools. To accomplish goals of the Public Campaign, this core recruitment team will periodically request that members from the school's Parent Teacher Organization participate on the team to increase and maintain the visibility of magnet schools in the community. To accomplish goals of the Targeted Recruitment Campaign, the school recruitment team will periodically request members from the school's English Learner Advisory Committee (ELAC), and District Title I personnel participate on the school recruitment team to ensure recruitment is targeted and supports diverse community outreach goals.

The Recruitment Plan. The two-prong plan combines traditional and modern approaches to marketing. The goal will be for parents and students to understand magnet schools and public school choice. Recruitment strategies will rely on data analysis and will be monitored for applicant pool diversity. During open enrollment season, the Project Director will distribute to the school recruitment teams a weekly report to include applicant pool demographics to ensure the recruitment will result in a diverse applicant pool for lottery. The Project Director will work with the external evaluator to connect recruitment strategies to performance measures. Recruitment targets will be connected to performance measure goals as outlined in the evaluation section. School recruitment plans will be modified as necessary throughout the recruitment season. The plans will be reviewed at the end of each year, and the Project Director will meet with each school recruitment team to adjust strategies to support school specific desegregation goals. A Strength, Weaknesses, Opportunities, and Threats (SWOT) analysis will be conducted prior to each application season to align and improve marketing and recruitment strategies for the two-prong plan. All open enrollment data will be compiled into an annual data book, and the data

manual will be presented to the District Executive Cabinet, NVUSD School Board, and the District Equity and Diversity Committee to show how the two-prong recruitment plan is supporting the District adopted Voluntary Desegregation Plan. If the desegregation project performance measures are not being met, as reported in the Annual Performance Report (APR) and the annual Ad Hoc report, the Project Director will contact the Magnet Schools Assistance Program center and request consultant assistance to ensure the next project year's goal are met and/or exceeded.

The District Communications Tool Kit will be a valuable resource at no cost to the project. This communication toolkit for NVUSD staff is designed to: help increase the clarity and effectiveness of communication with families, students and community members; encourage consistent communication across NVUSD; help keep families informed so they may support their child's learning; help teachers and staff members to build mutual understanding and trust among school, home and community; and provide resources for staff including identifiable logos, reliable document structures and dependable practices that connect families to their schools. Specific to the proposed magnet schools, the school recruitment teams and the Marketing and Recruitment consultant will use the tools provided in the toolkit to establish targeted community outreach and targeted recruitment through; Websites (School Loop), Electronic fliers (Peachjar), Automated phone calls and emails (Connect Ed), Emails from the nvusd.org account, News Media, Paper fliers, Brochures, Social Media, Internal Newsletter (to NVUSD Staff), and External Newsletter (to Parents). The Toolkit provides methods to select contact information for specific school families based on home address and will further support targeted outreach.

Recruitment Training, Activities, and Events. The Project Director and the Marketing and Recruitment Consultant will provide training to all project school staff. In addition to faculty training, this will include customer service training for front office staff, custodial, and kitchen workers to ensure the recruitment message is expansive and consistent throughout every project school. The Project Director and Magnet Lead Teachers will provide training for all parent groups to ensure parents can respond to prospective parent questions that might be asked during school tours and informational nights. Training will be provided to the school's Advanced Learning Placement for Students (ALPS) teacher which is the gifted and talented program, and the lead special education teacher, so that at Individual Education Program (IEP) meetings and ALPS events, the teachers can provide accurate information to parents as related to the magnet programs. The Project Director and Magnet Lead Teachers will provide comprehensive information and training concerning the application system and open enrollment procedures during a district Management Meeting with all 30 school principals, the superintendent, executive Directors, etc. to ensure a consistent message about magnet schools and school choice reaches all school and District administrators. At each school's front counter, the front office staff will make available open enrollment fliers and question and answer documents to assist with requested supports. The school Parent Coordinator/ bilingual liaisons will support all families in need of completing magnet school applications through the online application system. Although Spanish and English are the main languages in the Napa area, the online application system is translated into many languages, a user manual is available in Spanish/English, and a Spanish/English video shows parents the step-by-step application process.

The online application may be completed on any electronic mobile device (cell phones included), on a computer at any of the 30 District schools, at the Parent Resource Center in the

main District building, at the public library, and during public outreach events. If requested, schools may refer a parent to the District central office by phone or in person, central office personnel will establish an account, input all the application data, and confirm the application is complete. These parents will also receive a follow up phone call at the time of lotteries to ensure any hardship on behalf of the parent has been removed.

The District and project school websites will contain links to magnet school programs, frequently asked questions, and announcements for open house and recruitment events. Magnet open houses and events will be posted on the NVUSD News site, Facebook, Twitter, the Community Bulletin Board, the District Parent Newsletter, The Education Matters site, School Parent Organizations site, and distributed through e-flyers. The District will develop mailing lists for all Napa Valley resident students as well as resident areas around targeted populations and mail bi-monthly postcards to targeted populations to alert families about specific project school events. A public radio message will communicate the magnet school opportunities through the open enrollment season, and advertisements and articles will run in the local newspaper. Advertisements will also occur through a free monthly magazine, which is distributed to all Napa Valley residents, and cinema ads will play at the local theater. Magnet school fliers and open enrollment instructional fliers will be distributed at known locations attended by Napa Valley resident families of diverse backgrounds, such as: popular taqueria restaurants; affluent restaurants, Fume and Cole's Chop House; the Butter Cream Bakery; the Sunday American Canyon Flea Market; the Saturday soccer tournaments on the Harvest school field; the more affluent Napa Valley mom's club expo; the Housing Authority center; and the Napa County Social Services Department. The NVUSD elementary schools are the feeder schools in the proposed project, yet to further encourage inter-district applicants, literature will be distributed to

local areas attended by both NVUSD residents and out-of-district families, such as; shops in the Fairfield mall, restaurants in Vallejo, shops in the Sonoma Plaza, restaurants in Calistoga and St. Helena, and the California Department of Motor Vehicles.

Each recruitment season, yard signs will be available to all faculty at all magnet schools with the intent that interested faculty voluntarily place the yard sign at their resident. After recruitment season, the yard signs will be gathered and stored at the central office. Yard signs will greatly contribute to the two-prong campaign as faculty live in diverse neighborhoods throughout the Napa Valley and this will deliver an expansive approach to provide public information about magnet schools. The yard signs will also be placed throughout the Napa Valley at willing local businesses. Magnet application dates and informational banners will be placed at all magnet school campuses, the local high school baseball and football fields, and across the downtown Napa Valley main street. Each project school will develop accounts for Twitter and Facebook to ensure outreach is continual for 12 months per each project Year. The central office and school level recruitment teams will attend a wide variety of marketing opportunities, such as; the Napa Mom's Club Expo for resident families with children entering kindergarten, the annual All School Fair, the annual ALPS Event for advanced learners, the annual Family Festival, seasonal Holiday Craft Fairs, and the weekly Napa Valley Farmers Market. Strong connections to community organizations will provide recruitment outreach to diverse groups. Magnet literature will be distributed to faith-based groups (temples, churches, mosques, etc.) community-based groups, and public libraries to 'get the word out' about public school choice options. Some community groups include; the Farmers Workers Foundation, The Grape Growers Association, Napa Chamber of Commerce, and the Napa Rotary Club.

Each school will host ongoing school tours, facilitate family information nights, and distribute newly branded newsletters to all parents during open enrollment season. Families will be encouraged to visit during the school day with their children so both parent and child can tour schools and visit classrooms. The families will be welcome to remain for lunchtime (perspective students are invited to bring a lunch and eat with students), music, P.E., etc. to further observe and participate in the daily routines of the school.

Project schools will send additional mailings to targeted populations of students to ensure invitations are delivered to resident families and families in targeted resident areas. The Napa Printing, Design Studio & Mail Center will be used to obtain Napa County census data and Bel Aire and Phillips school recruitment teams will use the mailing list generated for all families in the Napa, American Canyon, and Yountville areas with age 0-5 year old children, and the Salvador school recruitment team will use mailing lists for resident families of McPherson and Shearer with age 0-5 year old children. The three school recruitment teams will also use currently enrolled NVUSD family emails to confirm both current and prospective families receive magnet information.

(a)(2) how it will foster interaction among students of different social, economic, ethnic and racial backgrounds in classroom activities, extracurricular activities, or other activities in magnet schools.

To ensure students will be educated in non-isolated learning environments, the District will continue to incorporate desegregation procedures. Common strategies of grouping students within classrooms and during extracurricular activities will be implemented to integrate student relationships within schools. The school master schedule will support student population compositions of **heterogeneous grouping** in every classroom that yield the same school wide

student demographics. The classes will include general education students, English language learners, special education students, and children from different ethnic and socioeconomic backgrounds. Instruction will be inquiry-based, bringing students together to solve authentic problems and design solutions to real life situations. Inquiry-based learning lends itself to **cooperative learning** as small teams engage in learning activities designed to improve skills. Cooperative learning has been studied for many years. In one study, interviews were conducted with four groups of students, with the aim of investigating their perceptions on the effectiveness of group project work in promoting their social and cognitive skills. Findings show the students improved their competence in interacting with others (Koh, et.al, 2007). A recent 2016 study, on the efficacy of the arts in a transdisciplinary learning experience for culturally diverse fourth graders, studied socioeconomically disadvantaged students over a five-month period. A cooperative school environment paved the way for student self-confidence and motivation for learning through collaborative and inquiry-based projects. Regardless of student ethnicity or socioeconomic status, learners felt empowered and enthusiastic about attending school and gained knowledge through inquiry and project-based opportunities. The author suggested this progressive ideology and practice has the potential to benefit diverse learners in 21st century education (La Porte, 2016). In a 1991 study, that met WWC standards without reservation, with at least one statistically significant positive finding, 320 students in grades 3-4 were assigned curriculum with direct instruction in combination with cooperative learning. A comparison group of students received traditional instruction without cooperative learning. Students participating in the cooperative learning style scored higher on the Iowa Test of Basic Skills and showed increases in the ability to recall main ideas within a reading passage, compared to students in the traditional instruction group (Stevens, et al., 1991). **After school programs and weekend**

activities will expand the theme-based curriculum into opportunities for further student interactions. The extended learning day will also use strategies to support diverse interactions, such as: diverse groupings for sports, games, and extracurricular lessons. After school enrollment will be monitored to ensure after school activities represent all racial/ethnic and socioeconomic groups. The magnet schools will monitor student participation and provide outreach to families for participation. Parent coordinators at each school will confirm all parents and students are invited to all school events by ensuring all home to school contact information is without language barriers.

In this proposed magnet project, interactions between students of diverse backgrounds will go beyond how they sit together; interactions will be imbedded into how students think together. The **Magnet Standards**, designed for each magnet school and aligned to theme-based curriculum, will include the District's 6Cs (Critical thinking, Communication, Collaboration, Creativity, Citizenship, and Character). For example, teachers will design critical thinking and creativity learning experiences in which students from different ethnic backgrounds work together to interpret the same reading passage and then compare the various interpretations through the view of different racial/ethnic traditions. Research backs up the importance and interconnection of communication and collaboration. In her work with young children, Professor Carol Seefeldt found that social skills and communication skills go hand in hand. Children who look at the child they are talking with, who understand turn taking when communicating, and who know how to solve verbal conflicts, are those who make and keep friends easily (Seefeldt, 2004). All teachers will purposefully structure classroom experiences and assignments aligned to Magnet Standards and common core curriculum. For example, extracurricular teachers and coaches will use citizenship and character in lessons as part of the whole school expectation that

the school is a whole-school magnet. Extracurricular activities lend themselves well to encourage students to acknowledge differences among their peers and self-select groupings that will promote inclusion.

(a)(3) how it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g., women and girls in math, science or technology courses, and disabled students.

School segregation is a form of structural racism as it normalizes and replicates institutions and policies to maintain and perpetuate inequalities (Lawrence & Keleher, 2004).

The magnet project has been developed to provide choice for all students; English language learners, special education, students with disabilities, LGBTQ students, and students in general.

To this end, Napa Valley Unified School District will partner with **Richard D. Kahlenberg**, a senior fellow at The Century Foundation with expertise in education, civil rights, and equal opportunity. As an expert in the field of school integration, the District will invite Mr.

Kahlenberg as a speaker to the NVUSD School Board to conduct a working session and provide Board members further information on best practices for integration processes and policies. The Project Director will organize additional workshops between the Superintendent and other key District personnel with Dr. Kahlenberg to receive training on integration strategies and further advance NVUSD desegregation practices and policies.

To ensure equal access of traditionally underrepresented and underserved students in Leadership, STEM, and the Arts; school recruitment teams will begin with research driven recruitment concerning how traditionally underrepresented students view specific themes. For example, review of research shows minimal increases of women and minority participation in

STEM. Understanding why this is the case will guide recruitment. In a 2016 STEM career analysis, it was suggested issues of prejudice and bias continue and reinforce the lack of motivation for women and minorities to fully embrace STEM (Martin, 2016). Therefore, recruitment for STEM will visually represent diversity of STEM professionals. Bel Air Magnet School and Phillips Elementary School will form community partnerships which will include female mentors and classroom speakers who work in STEM careers. The Communication and Media and Leadership, Engineering, Design Art magnet programs will host Saturday STEM camps and invite pre-kindergarten students and all grade-level students to attend. Girls will be encouraged to participate, and all girls that sign-up will receive a seat, yet all students will be welcome. The camps will focus on basic activities to introduce very young students to Engineering is Elementary curriculum. The STEM camps will also host the Lawrence Hall of Science center for hands-on science exhibits for all traditionally underserved students. Salvador Magnet School will host talent shows, student theatrical performances, and art gallery showcases of student work. Students will participate in these events. Since teachers will select culturally relevant artists for classroom projects, through use of Masterworks pieces, the magnet events will authentically highlight cultural diversity with intent to increase access to the Arts for traditionally underrepresented students.

Students receiving special education services will receive school choice literature during Individual Education Program (IEP) meetings to ensure families understand opportunities. The Director of Educational Services and staff will work to ensure inequity does not occur by aligning magnet theme-based instruction and magnet standards with special education services. Special education teachers will participate in theme-based professional development to support equal access. The magnet lead teacher, classroom teachers, and special education teachers will

work to provide students with learning disabilities the necessary services by developing adaptable procedures and resources that will enable special education students to fully engage in the magnet program. All Napa magnet school facilities are accessible to students with physical disabilities. Supports for English Language Learners will be included in all magnet activities. Magnet schools will align policies with the mission of the Napa Valley Unified Schools District's Master Plan for English Learners to provide effective and high quality programs and services to English learners to ensure excellence. All California credentialed teachers must earn a Cross-cultural, Language, and Academic Development (CLAD) Certificate. This CLAD certification strengthens instruction for English learners through scaffolding and visual learning strategies. For students who have a primary language other than English, the state approved assessment instrument, the California English Language Development Test (CELDT), is administered within 30 calendar days of enrollment to determine English language proficiency skills and initial identification. A student may be identified as either Initially Fluent English Proficient (IFEP) or as an English Language Learner (ELL). Upon initial enrollment into a magnet school, the site designated ELL specialists and the principal will make recommendations for the English learner's program placement based on CELDT assessment results. Using information from this assessment and program placement recommendations, the student will be placed in the most appropriate instructional setting. Noteworthy, the proposed Salvador magnet expansion will increase the teaching staff, and therefore; increases the opportunity for classroom teachers to provided differentiated language instruction, for brief times within the week, and actually transfer all students to different classrooms for focused reading and writing lessons. The magnet instructional assistance within classrooms will work to make certain all language learners can access the theme-based curriculum and learn within the same environment as English

speakers. The parent coordinator/bilingual liaison at each school site will further support Spanish speaking parent involvement during the day as well as during extracurricular activities and events.

To monitor equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, the Project Director will review each magnet school's Single Plan for Student Achievement (SPSA). The SPSA is a document that represents a school's cycle of continuous improvement of student performance. The annual process of developing, reviewing, and updating the SPSA includes a comprehensive review of data and the development of actions necessary to achieve school goals. The SPSA contains the School Action Plan, Safe Schools Plan, School Parental Involvement Policy, and Home-School Compact. Adjustments in plans will be made in accordance with student achievement for all groups of enrolled students.

To ensure **equal treatment** of traditionally underrepresented and underserved students in Leadership, STEM, and the Arts, faculty at the project schools will receive culturally responsive training. The Association of the California Administrators (ACSA) will provide training to all administrators with outcomes to understand the diverse needs of students, the role of school leadership in closing educational gaps, and the importance of relevant student learning through an equity eye. Cultural responsive teaching promotes equity pedagogy when teachers modify teaching practices to facilitate academic achievement of students from diverse racial/ethnic, gender, and socioeconomic backgrounds. **The Metropolitan State University of Denver's Western Educational Equity Assistance Center (WEEAC)** services the Western United States as a **Region IV Equity Assistance Center**. The Center will partner with NVUSD and provide targeted support to ensure equitable access to educational opportunities for all students without

regard to race, national origin, sex, or religion. The Center will provide professional development training to school administrators and teachers to create safe and non-hostile schools to establish supportive learning environments that are free from harassment, bullying, teasing, and hate crimes. The Center will provide training to all project school teachers and staff to support grading with an equity lens and culturally responsive instruction. The Center will work with NVUSD parents, families, and other Napa community members to improve Napa's community understanding of fair and equitable education through school integration. The Center may provide technical assistance, as needed, to the NVUSD School Board in relation to the development and implementation of policies, procedures, and practices that are nondiscriminatory in nature.

Equitable treatment for all students will also be addressed through theme-based curriculum, authentic learning, fieldtrips, and exposure to professional experts. One of the challenges to helping teachers recognize, that although student involvement and exposure to Communication and Media, Leadership, STEM, and the Arts may be different for Hispanic/Latino students in comparison to other student populations, teachers must not lower expectations for children based on a child's race, gender, ability or socioeconomic status. Providing authentic theme related experiences for all students will help to avoid the pitfall of developing 'pedagogy of poverty.' As authors suggested in an article, *Providing Early Childhood Teachers with Opportunities to Understand Diversity and the Achievement Gap*, this is a form of "soft" racism, often brought about by good intentions (Meece, & O'Kelley, 2010). Through the pedagogy of poverty, lowered expectations are subtly passed on to children. However, providing students a common context to learn theme-related topics will bridge some

differences students may have in relation to exposure to Leadership, STEM, and the Arts, and improve beliefs for high expectations from teachers and society in general.

(a)(4) the effectiveness of all other desegregation strategies proposed by the applicant for the elimination, reduction, or prevention of minority group isolation in elementary schools and secondary schools with substantial proportions of minority students.

Napa has implemented desegregation strategies, such as; the change of school attendance boundaries to increase student diversity, material revisions to address admission requirements of all three NVUSD charter schools, implementation of six magnet programs to increase public school choice, and placement of transitional kindergarten classrooms on magnet schools to integrate young student populations. For this proposed magnet project, NVUSD has changed inter-district procedures, partnered with the Napa Housing Authority, incorporated magnet school transportation for students and partnered with the Napa Valley Transportation Authority to support family access to magnet school events.

For the first time, NVUSD will allow **inter-district applicants** the opportunity to apply directly through open enrollment for a magnet school seat. *California Education Code sections 46600–46610* permits parents/guardians to request an inter-district transfer/reciprocal agreement, and *California Education Code Section 48204(b)* permits a school district to deem a pupil to have complied with the residency requirements for school attendance in the district if at least one parent/guardian of the pupil is physically employed within the boundaries of that district (California Dept. of Ed., 2017). The two California education codes support the District’s intent to increase the applicant pool diversity for magnet school enrollment. Because inter-district applicants will only have access to magnet school selections, the District believes this will encourage a greater percentage of out-of-district families to apply to magnet schools and further

support diversity goals at the schools. Inter-district demographics have shown to support NVUSD integration goals. Currently, some out-of-district families choose to commute into Napa and 331 students are attending NVUSD schools through the old inter-district process, 57% are non-Hispanic White and 52% are not socioeconomically disadvantaged. Importantly, the magnet schools have facility capacity above and beyond NVUSD interested applicants, and it is anticipated that all inter-district applicants for magnet schools will be invited to accept a seat.

The new **Housing Authority partnership** will support the goals of the project by providing a lower income student the opportunity to attend a higher performing and more diverse school. While subsidized, affordable, and voucher 8 housing options are geographically placed throughout the Napa Valley, many lower income apartment options are located in the McPherson and Shearer resident attendance boundaries, apartments such as; The Courtyard, Folks Landing, Lincoln Gardens, and Mayacamas Village. The Housing Authority and District partnership will increase the option for housing assistant applicants to attend schools outside of attendance boundaries by incorporating discussions of school choice and literature into initial tenant briefings and recertification meetings, and by providing direct support to applicants for completing magnet applications through open enrollment procedures. While all Napa housing assistant applicants will receive support, specific to the goals of this project, open enrollment applicants in the attendance areas of McPherson and Shearer will receive a lottery priority preference for attendance to Salvador Magnet School, a higher performing, more diverse school.

The new **school bus transportation routes** will increase equitable access to school choice. To support goals of the magnet project, resident students of McPherson and Shearer will receive transportation to attend Salvador, and transportation for students attending Bel Aire and Phillips will be made available to students throughout the District. The **Napa Valley**

Transportation Authority and NVUSD will partner to increase public awareness and access to public transportation for weeknight and weekend magnet school activities as the local ‘Vine’ bus routes offer ‘on demand services’ in smaller jurisdictions.

Retaining students once enrolled into magnet schools. The District has implemented a **Multi-Tiered System of Supports (MTSS)**. This system follows an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The MTSS model is based on previous work done in the areas of **Response to Intervention (RtI)** which has predominantly been used as a means of making instructional decisions in the areas of Math and Language Arts, and **Positive Behavior Interventions and Supports (PBIS)**, a framework for organizing evidence-based behavioral instruction and intervention (NVUSD Multi-Tiered System of Supports manual, 2017). In the NVUSD MTSS model, RtI and PBIS are brought together into one cohesive framework in which both schoolwide and student-focused instruction and intervention are developed using a 4-step problem-solving process. Instruction and intervention are delivered to students in varying intensities. Magnet schools will develop a school-based team to use student performance data to identify and define student learning problems, develop interventions to solve those problems, and evaluate the effects of those interventions on student performance. This process will occur at all levels of an MTSS and will be identical whether the magnet team is focusing on school-wide supports and services (Tier 1) or individualized supports and services (Tiers 2 & 3). To support differentiated instruction, the magnet schools have special education resource teachers to ensure Individual Education Plans (IEPs) and 504 plans are aligned to student supports in classrooms and school wide. The IEP supports might include flexible lesson assignments and longer time allotted for assignment completion. All California teachers must earn a Cross-cultural Language

and Academic Development (CLAD) certificate as part of the teaching credential program. All teachers at the magnet schools hold a CLAD certification that authorizes instruction for English Language Learner (ELL) students. Teachers will incorporate scaffolding instruction and increase visual strategies to support language acquisition. Additional supports are in place at the magnet schools through the District ELL department, additional on-site ELL teachers, and ELL resources. All magnet schools have a designated Advanced Learning Program (ALPS) teacher, which is the formerly know program for gifted and talented (GATE) students. The ALPS teacher will extend the learning experiences through additional activities and more in-depth inquiry at the student level to promote an advanced learning environment. Additional interventions will support student academic and social successes, such as: three options for reading intervention programs, READ 180, System 44, and I-Read; a mathematics intervention, Math 180; and a comprehensive BEST- Building Effective Schools Together program, to reinforce positive behavior, explain behavior expectations, and work to make students responsible citizens both on and off campus.

Beyond daily supports within the school day, magnet schools will provide additional resources to families. Phillips offers a Cool School program through the Napa County Office of Education as an opportunity for students to further participate in extended day activities, and Salvador hosts an on-campus afternoon Boys and Girls Club. Bel Aire offers before and after school childcare and enriched programs. The magnet schools have partnered with the local medical facility, Queen of the Valley, and continue to offer on-site courses through the Napa Valley Parent University. Parents are invited to attend classes on such topics as health, leadership, volunteering at school, and being an informed parent.

(b)Quality of Project Design (1) the manner and extent to which the magnet school program will improve student academic achievement for all students attending the magnet school programs, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school, including any evidence, or if such evidence is not available, a rationale based on current research findings, to support such description.

The research base is overwhelmingly clear that ‘poor’ students have better scholastic outcomes when they attend socioeconomically diverse schools (Century Foundation, 2016; Rumberger & Palardy, 2005), and strategies that reduce the differential exposure of Black, Hispanic, and White students to poor classmates may lead to meaningful reductions in academic achievement gaps (Reardon, 2015). The project’s logic model and theory of action are clearly explained in section four of the Quality of Project Design, however; in summary: ► research-based professional development and intensive on-site coaching leads to implementation of high-quality theme-based instruction, integrated into core curriculum ► magnet school students exposed to high-quality theme-based instruction, integrated into core curriculum, taught and implemented with fidelity, for 12 hours per week (by project year 5 performance measure), will attain higher levels of academic achievement than comparable students who do not attend a magnet school.

The magnet project will be further advanced by aligning to California State and NVUSD initiatives. In 2011, California adopted, *A California Blueprint for Great Schools*, the blueprint was a call to action to unify California with a focus and purpose. Critical priorities were recommended; educator quality, higher education and secondary alignment, accountability and school improvement, early childhood education, and education wraparound supports (California

Department of Education, 2011). One key principle took into account the changing demands of a 21st Century knowledge-based and technology-driven economy. *The California Way*, a subsection within the blueprint, emphasized the need for supplemental resources to ensure that California's English language learners (ELLs), foster youths, and students in poverty have the learning supports needed to achieve in the 21st Century.

In 2013, California became one of 19 States working together with the Partnership for 21st Century Skills (P21) to promote real world 21st Century learning. Founded in 2001, the P21 Organization serves as a catalyst in the 21st Century Education movement, working with businesses, educators, parents, and government to insure that all students are prepared with the rigorous content knowledge needed for college and career readiness and global citizenship. In 2016, the District developed a *NVUSD 20/20 Vision Plan* and incorporated the *P21 Learning Framework* into the District Plan (NVUSD 20/20 Vision Plan, 2017). The P21 Learning Framework includes student outcomes for Life and Career Skills, Innovation and Technology Skills, and Subjects with 21st Century Themes (Partnership for 21st Century Learning, 2017).

The P21 Learning Framework was influential in the development of the District's *NVUSD Visual Dartboard* which conveys how the District ensures students leave NVUSD College and Career ready (Appendix: NVUSD Visual Dartboard). Elements in the NVUSD Dartboard support the goals of the magnet project for student academic achievement. The circular Dartboard is best explained from the outermost layer to the innermost target. The outermost layer, Structure: ► **Leadership Teams** will be central to student achievement during magnet implementation and whole school change. A recent study on school organizational context found leadership associated with corresponding reductions in teacher turnover which corresponded to student achievement gains (Kraft et al., 2016). Magnet teachers will develop

magnet unit plans to integrate high-quality theme-based instruction into core curriculum and teachers will need support to do this work. Leadership Teams will become members of the Association for Supervision and Curriculum Development (ASCD). Professional development from ASCD will support Leadership Teams to develop skills, such as; building trust, focusing on team over self, and placing a high sense of urgency for change on a focus for teaching and learning. An analysis of findings, conducted from 27 published studies on the relationship between leadership and student outcomes, indicated the more leaders focus on the core business of teaching and learning, the greater their influence on student academic outcomes (Robinson, et al., 2008). All project magnet principals and magnet lead teachers will attend the annual Magnet Schools of America conference to participate in sessions specific to the development of magnet schools to reinforce, not only thematic implementation, but also leadership for holistic magnet school development. **Professional Learning Communities** will provide magnet teachers the opportunity to collaborate on thematic unit planning and the development of magnet standards. Data collected on over 9,000 teachers in 336 Florida public schools found schools with quality collaboration had better student achievement gains in math and reading, and teachers improved at greater rates when they worked in schools with quality collaboration (Ronfeldt et al., 2015). The magnet schools will participate in the District's Deeper Learning Walks in which NVUSD schools showcase indicators of 21st Century classrooms with a driving question related to how instruction, culture, and the infusion of technology result in deeper learning experiences for all students. **Response to Interventions** will provide magnet schools with a multi-tiered approach to support all learners. Teachers will use a systematic approach to analyze data to inform and modify thematic instruction. A study interviewed eight elementary school teachers concerning Response to Interventions. The analysis reported teachers associated positive outcomes, such as;

using data to inform instructional planning, using progress monitoring to measure the effectiveness of instruction, and better knowing when to refer English Language Learners for special education services (Greenfield, 2010).

The third outermost layer, How: ► The magnet schools will rely on **Effective Instructional Strategies** to ensure high-quality theme-based instruction is integrated into core curriculum by using strategies, such as; flexible-strategic grouping, reciprocal teaching, and Socratic seminars. Paideia seminar is a method for facilitating Socratic discussions about different topics and will be used for magnet theme instruction. It is suggested Socratic instructional strategies can be useful for challenging elementary students with big ideas to participate regardless of literacy levels (Ayers & Tay, 2016). The current six NVUSD magnet schools have been a driving force to shift NVUSD from simply a Project Based Learning (PBL) District to an **Inquiry Based Learning** (IBL) District. The variety of magnet themes necessitated the transition from PBL to IBL to better address District-wide rubric designs for unit planning and evaluation of student work. In a recent article highlighting PBL and inquiry, a high-achieving student learned to be more creative and risk taker and a struggling student discovered how to apply knowledge in practical situations (Smith & Pastor, 2016). The thematic units developed in the magnet schools will include PBL/IBL experiences for students.

The second innermost layer, What: ► The District has adopted and implemented the **California Common Core State Standards**. The content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level (Common Core State Standards Initiative, 2017). The magnet schools will integrate theme-based curriculum into California State Standards to promote a thematic program and a systemic reform approach. The 6Cs (**Critical thinking**,

Communication, Collaboration, Creativity, Citizenship, and Character) outline the skills promoted in the NVUSD graduate profile. Beginning in 2016-17, NVUSD introduced new gradebooks and report cards that incorporate the 6Cs. Magnet standards will be designed at each magnet school to include the 6Cs. Magnet students will think critically to design and manage projects and solve problems; effectively communicate orally and in writing; work in teams and learn from and contribute to the learning of others; consider and pursue novel ideas in relation to core values; be globally knowledgeable with sensitivity and respect for other cultures; and be honest, self-confident, and contribute to the safety and benefit of others. Researchers conducted a qualitative case study to investigate how school systems and educators engage students and adults in 21st Century education (Fox & McDermott, 2015). The researchers found that while there were several attempts toward the promotion of 21st Century skills, there were traditional tenets still in place at the schools that limited amounts of freedom in instruction, governance, and assessment due to both the requirements of state and national mandates. To ensure magnet schools develop magnet standards that incorporate and implement the 6Cs without limitations, the magnet school leadership teams will continue to participate in the District-wide Transformational Learning Workshops (TLWs) related to deeper learning of the 6Cs. During TLWs, school principals and leadership teams sit together, identify data, and make predictions on the impact of learning through the 6Cs. The TLW work is then connected to the District's Data-Com events that allow schools to communicate student achievement data in relation to inquiry and 21st Century skills.

The inner target, Why: ► **all students college and career ready in the 21st Century**. Each magnet school will develop magnet standards that incorporate 21st Century skills. Magnet students will be assessed on the proficiency of magnet standards and on assessments for English

language arts, math, and science as outlined in the project performance measures. Research supports 21st Century skills as elements capable of improving student academic achievement. For example, in one study (meeting standards by the What Works Clearinghouse without reservations, with at least one statistically significant finding), treatment groups received instruction using cooperative learning while comparison groups received traditional direct instruction. Student achievement reading outcomes were reported positively for students collaboratively engaged in cooperative learning environments (Stevens et al., 1991). In another study, (meeting standards by the What Works Clearinghouse without reservations, with at least one statistically significant finding), in a rural, poor and ethnically diverse community, fourth grade students in a treatment group received character education in at least one lesson per week for 15 weeks, while a control group of fourth grade students received traditional instruction. Character education allowed teachers to infuse problem-solving and ethical critical thinking into the curriculum. Positive findings for increases in mathematics grades were shown for the treatment group of students receiving character education (Dietsch & Bayha, 2005).

As outlined in section four of the Desegregation narrative, a **Multi-Tiered System of Supports (MTSS)** will be used to integrate academic and behavioral instruction and interventions to support improvement for academic achievement for all students. Tier I focuses on the academic, behavioral, and socio-emotional instruction of all students. Tier II focuses on referred students and coordinates respective programs and services to promote academic and behavioral success. In Tier III, students are case-managed and progress is monitored by the school teams. In addition to the MTSS school-wide model, each magnet teacher, in all magnet schools, will implement Community Building Circles and use a Restorative Practice framework to develop safe and positive classroom environments. Students and teachers will meet together

on a consistent basis to build relationships and collectively problem-solve classroom issues. Expected academic and social behaviors will be taught directly to students in classrooms and across the magnet school campus. In weekly, monthly, and quarterly school committee meetings, students, families, and community members will be invited to provide input on school expectations, consequences, and acknowledgements.

The MTSS model is designed to support all learners. In addition to Tier I, II, and III supports, the project magnet schools adhere to the special education practices outlined in the Individuals with Disabilities Education Act (IDEA) and with the Federal Assurance Policy for a Free and Appropriate Public Education (FAPE), Education Code, 56205(a) (Napa County Office of Education, 2017). Highly qualified special education teachers ensure Individual Education Plans (IEPs) and 504 plans are aligned to student supports in classrooms and school wide. To provide the least restrictive learning environment, all schools in the proposed project employ resource teachers with training in the co-teaching model. Special education teachers partner with the classroom teachers and provide educational instruction within grade-level classrooms. Additionally, the NVUSD Special Education Department provides families the *Notice of Procedural Safeguards, Special Education Rights of Parents and Students* document to ensure families understand how to participate in any decision-making concerning placement or other matters related to IDEA and FAPE. All magnet schools have a designated Advanced Learning Program (ALPS) teacher, which is the formerly know program for gifted and talented (GATE) students. Identified students are provided enriched experiences linked to the daily classroom lessons. At all District schools, the ALPS teacher meets with students on a weekly basis to provide extended opportunities for inquiry based learning. The thematic curriculum at the proposed project schools will provide an additional avenue for ALPS students to pursue personal

learning experiences. The MTSS model has been used to identify and support English Language Learner (ELL) students with involvement at the Tier II level to case-manage and monitor student progress. The District receives Federal Title III funds which are designated to assist ELL student achievement goals, and schools are accountable for increasing the English proficiency and core academic content knowledge of ELL students. All California teachers must earn a Crosscultural Language and Academic Development (CLAD) certificate as part of the teaching credential program. All teachers at the magnet schools hold a CLAD certification that authorizes instruction for ELL students.

Research suggests **it is the fidelity of implementation of best practices that results in significant variation in magnet school effects on student academic achievements**. A recent meta-analysis of five MSAP evaluations by the CRESST Center at UCLA, suggested literature has not adequately explored magnet schools in the area of fidelity of implementation. These were quasi-experimental studies that met the What Works Clearinghouse standards; yet the individual studies were not published by their school districts. However, the MSAP CRESST studies were revealing enough to not be dismissed and suggested that **students attending schools with higher degrees of program implementation had significantly higher test scores than comparison students attending non-magnet schools in the District** (Wang, et al., 2014).

Practitioners working in the field of whole school reform have access to an abundance of articles outlining strategies to increase goals of diversity and academic achievement (Century Foundation, 2016; Department of Education, 2017; Institute of Metropolitan Opportunity, 2013; & National Coalition on School Diversity, 2015). The five Magnet Schools of America (MSA) Pillars represent a combination of these strategies in action. The MSA Pillars are: **Pillar 1-Diversity, Pillar 2-Innovative Curriculum and Professional Development, Pillar 3-**

Academic Excellence, Pillar 4-High Quality Instructional Systems, and Pillar 5-Family and Community Partnerships (Magnet Schools of America, 2017). The Pillars offer a manner to explain each school's project design.

Phillips Leadership, Engineering, Art Design (LEAD) Magnet School

Pillar 1-Diversity As Leaders, students will participate in authentic inquiry based learning STEM projects to better understand that diverse teams, with a collection of individual experiences, backgrounds, and cultures, can better view problems and challenges from a wide-variety of lenses.

Pillar 2-Innovative Curriculum and Professional Development Innovative Curriculum The new Phillips Magnet School will rely on the New Tech Network (NTN) model as a foundation to build a new quality program, and develop a distinctive STEM program that results in a unique identity for a Leadership, Engineering, Art Design (LEAD) school. The end goal will be to develop student skills for Design Thinking and shift habits of mind for Leadership skills in: persisting; thinking flexibly; creating, imagining, innovating; finding humor; and applying past knowledge to new situations. The students of our LEAD magnet school will develop the skills necessary to become effective leaders in their communities. These skills will apply technology to all areas of learning and develop a design model thinking mindset that considers problems, works collaboratively to suggest solutions, and then tests those solutions. They will then assess, revise and perfect their solutions. This model empowers students to become adept at the real-world process of innovation and design. They will garner skills to make them effective advocates of their own projects. Students will become problem-solvers and foster written and oral communication skills. Students will apply their understanding of academic content to successfully solve authentic problems. The LEAD magnet students, (second and third grade) will

use the design process to connect to the schoolwide community by designing and engineering a flower bed. Using computer models through **TinkerCad**, wood, hammer, nails, and a **3-D printer**, they will create small scale models before creating the flower boxes. They will not only develop a design that is aesthetically pleasing, but will also address environmental issues, as they consider which plants will attract the endangered honey bee. This is a real-world, hands-on example of the innovative and collaborative process that will be a part of our students' daily lives. Thus as students develop the necessary skills to be advocates of their own education, they also develop skills to empower themselves to develop a strong leadership role in their communities. Fourth and fifth grade students will develop specific using **Khan Academy** and **Code School** computer coding skills to design and create their own websites. While learning fundamental computer engineering languages such as **HTML/CSS**, **Javascript**, and **SQL**, they will build functional websites to explain the design process of creating informative signage for the flowerbed project. Documenting with **ipads**, and **GoPros**, students will incorporate technology to communicate with the larger community the importance of including environmental concerns when landscaping. First graders will design and create rain gages to track rainfall and innovate ways to make sure that the flower bed is properly hydrated, ensuring the success of the older students' project. Even our youngest leaders, our kindergarteners using the engineering process, will design and construct maps of the school and neighborhood, highlighting our honey bee sanctuary. All leaders in grades 2nd - 5th, working collaboratively, will apply their understanding of this project across the curriculum by designing, building and creating video games using **Bloxel Builders**, **iPads**, and **Chromebooks** that teach the plight of the honey bee. This is one example of the ways that the young leaders of Phillips LEAD School

will integrate the design process to address all areas of curriculum and foster community leadership, utilizing design process thinking and real world technological skills.

Phillips will incorporate leadership into all subject areas, and students and teachers will use *The 7 Habits of highly effective people* from *The Leader in Me* philosophy to build leadership skills while engaging in teaching and learning. All students will be exposed to the behaviors and beliefs of leaders, helping students to discover their own potential. Success for All (SFA) includes cooperative learning goals; practice active listening, helping and encouraging others, completing tasks, and everyone participates. These essential SFA skills are integrated into all lessons to develop collaboration skills for student and adult life. Teams work together to develop a team identity and build agreed upon structures into the team to support successful teamwork to complete tasks. Students gain an understanding of shared and individual responsibility. Students will share their leadership talents and skills with the community through a service learning project that will allow students to take action in response to observed community needs. As a consolidation of learning, students will take action and develop leadership skills through a community project, as age appropriate, such as; leading rescue efforts for the local Napa Valley Animal Adoption Shelter or creating signs for local parks to encourage residents to be good stewards of Napa's local resources. The project will not simply be a traditional presentation; students will be expected to take leadership action. Students will also use **Advancement via Individual Determination (AVID)** strategies to develop personal plans of study and personal continuous improvement. Imagine young students setting specific goals and self-monitoring progress.

Professional Development Theme-based professional development and training specific to Phillips will include: **New Tech Network (NTN)** will support Phillips teachers in designing

and delivering high quality PBL/IBL units in grades K-5. With the support of the magnet grant, we will be able to send additional teachers to the New Tech Network Annual Conference (NTAC) during the summer and provide ongoing coaching throughout the school year. This combination of coaching and professional learning will provide teachers with an opportunity to fully engage in cycles of continuous improvement specific to strengthening PBL/IBL implementation. Teachers will attend **The Leader in Me** workshops and webinars to remain current of best practices of leadership. **Advancement via Individual Determination (AVID)** training will allow Phillips to implement AVID schoolwide in grades K-5. As part of this whole school implementation, a team of teachers, coaches and school administrators will take part in AVID summer institute at least every other year. Professional development will focus on building capacity with regard to each of the AVID focus areas- Writing, Inquiry, Collaboration, Organization and Reading to Learn. **Success for All (SFA):** Success for All professional learning will focus on implementing research proven literacy and cooperative learning strategies throughout the school day. In addition, the SFA Solutions whole school reform model will be implemented with training and coaching for Solutions team leaders and team members. Teachers will benefit from attending annual training at the SFA Experienced Sites Conference with follow up coaching throughout the year. Teachers will be provided with training and coaching on the SFA Cycle of Effective Instruction and cooperative learning structures throughout the school day. Solutions team leads will meet at least once per trimester with an SFA coach for support and guidance in leading their teams. **Visible Learning:** Visible Learning professional development will support strong PBL/IBL unit development. Teachers will focus on selecting high impact instructional strategies and will develop an understanding of what strategies to select to best support students in reaching in-depth knowledge. **Engineering is Elementary (EIE):** Teacher

teams will attend EIE workshops and on site professional development. Teachers will develop the skills needed to use EIE units to foster student-centered, inquiry-based learning, while enhancing your knowledge of engineering content. **National Science Teachers Association (NSTA):** Attending the NSTA Annual Conference will provide teachers with an opportunity to deepen their understanding of the Next Generation Science Standards. They will hear from thought leaders who are at the forefront of best practices in science instruction. This will provide another lens through which teachers may view inquiry unit design. **International Society for Technology in Education (ISTE):** Teachers will be exposed to cutting edge educational technology. After this coaching and training, teachers can infuse their classrooms with opportunities for students to develop their critical thinking, creativity, communication and collaborative skills. Philips teachers will attend the annual **Spark Innovation Expo: The Silicon Valley S.T.E.M. Competition**, an all-day S.T.E.M. Challenge for Business Schools, Startups, and Small businesses to gain knowledge of most up-to-date innovations, and hear from grad students, speakers, coaches, mentors, authors, and professors.

Pillar 3-Academic Excellence Researchers from the Riley Institute at Furman University, and from the University of Texas at Tyler, jointly conducted a study of four high schools that recently transitioned into New Tech Network (NTN) schools. A quasi-experimental design study found NTN 9th graders outperformed control students on end of course math and English language arts exams. This effect remained after controlling for poverty, race, and pre-existing achievement levels (Stocks et al., 2016). A study evaluated high schools with a mature and at least moderately well implemented approach to promoting deeper learning to determine if the students who attended these schools actually experienced greater deeper learning than peers at schools not focused on promoting deeper learning. The researchers found that deeper learning

opportunities were fostered by deeper learning strategies at the NTN schools analyzed more than at the comparison non-network schools (Huberman et al., 2014). Phillips will be groundbreaking as a pioneer in the Napa Valley central area for an elementary school NTN model.

A key outcome to the project's logic model and Theory of Action is **the development of high-quality theme based instruction, integrated into core curriculum.** This will be accomplished by use of the NTN unit plan rubric. The NTN unit will be vertically aligned from K to 5th grade and scaffold the increasing skills as expected by student growth and progress. The NTN rubric will include: Agency-students will actively seek feedback from others to improve outcomes; Collaboration-students will seek out opportunities to lead groups; Communication-students will engage audience members through voice and eye contact; Engineering Design Process-students will integrate group ideas in plans; and Digital Communication-students will apply unique digital features that enhance presentations. The NTN rubrics will blend leadership skills with rigorous STEM curriculum. The STEM units will be aligned with English language arts and math common core standards, Next Generation Science Standards, (NGSS), and **Success for All (SFA)** reading and whole school reform strategies that enable students to fulfill their potential while having fun along the way. To provide the scaffolding needed for all students attending the school, and for traditionally underrepresented students in STEM studies, Phillips will continue to integrate strategies from the AVID support program. Phillips will implement a research-based SFA reading curriculum, K-5 in all classrooms. This research-proven curriculum emphasizes cooperative learning, levels reading to appropriately challenge and accelerate learning to meet the needs of all students, and closely monitors and collects student achievement data through observational and quantitative methods. A quasi-experimental study will examine the impact of the Success for All Model on the achievement of students at Phillips Elementary as

compared to the achievement of academically and demographically similar comparison students at the two remaining project schools not implementing Success for All (Salvador and Bel Aire).

Pillar 4-High Quality Instructional Systems A **Technology Applications Lab** will allow students to work on long term collaborative projects which involve the use of tools and materials not typically found in an elementary classroom. Students will plan, design, construct, test and redesign models and projects as part of the Engineering Design Process in a space that allows for creativity and collaboration. A **Design Art Lab** will allow students to participate in integrated arts and engineering experiences that will enhance the classroom projects and lessons. Students will participate in inquiry art and engineering projects using authentic arts materials and technology equipment just like artist and engineer practitioners.

Fieldtrips will increase access to out-of-school STEM learning experiences to expose traditionally underrepresented students to STEM opportunities. Each grade, K-5, will attend at a minimum, one full day or two half day fieldtrips in each Project Year. Students will , some fieldtrips are listed for example; Lindsay Wildlife Experience- Walnut Creek; California **Academy of Sciences- San Francisco**; Napa Valley Museum, Yountville; CuriOdyssey- San Mateo; **Chabot space and science center-Oakland**; STEM experiences at the Napa Valley College- STEM Department, and **The Tech- Museum of Innovation, Silicon Valley**. It is expected the fieldtrips will become integral to the LEAD theme, and it is anticipated the increase in LEAD community partnerships will support transportation costs after grant funds have ended.

Pillar 5-Family and Community Partnerships Parents/Family: Phillips will focus on providing information and workshops to its active Parent Association and School Site Council groups about STEM subjects and careers. College student volunteers from **Napa Valley College's STEM** program will be asked to participate in parent education activities. Parents and families

working in STEM-related fields will be invited to participate as experts in inquiry based learning projects to volunteer in classrooms, serve as experts, sit on presentation panels, and donate materials, etc., in an effort to engage community professionals in the Phillips STEM program. The Phillips Family Resource Center (FRC) is staffed by three full time coordinators and case managers who provide support to Phillips families. Over 300 parents annually visit the FRC to take part in Parent University classes with a goal to empower parents to better support their children's academic success and overall wellbeing. The Parent University classes are taught by both Phillips teachers, who volunteer their time to support parent education, and community members with knowledge on topics such as health, financial sustainability, and pathways to citizenship, digital literacy and GED courses. At the end of each academic year, parents who have taken over five classes throughout the year take part in a graduation ceremony to acknowledge the hard work and perseverance modeled for their children.

Phillips Community Partnerships: The **Khan Academy** will support students with online tutoring, school visits, and send students encouraging messages for STEM engagement via google hangouts and emails. The **49er STEM Museum Institute** will provide hands-on STEM experiences through field trips and school site visits. The 49ers STEM Museum recently announced an educational partnership with Wonder Workshop, a robotics company from Silicon Valley, and the Phillips partnership will provide students with opportunities to code and interactive robots. The 49ers Institute was created in partnership among the 49ers and Silicon Valley Education Foundation to encourage students to pursue STEM majors at top-tier universities. **Legendary Pictures** will continue to offer support and encouragement through the promotion of Phillips projects in professional documentary films as the school transitions into a theme-based school. The **Napa Rotary Club** will sponsor a Phillips student of the month for

character development in Leadership traits. The projected partnership with **U.C. Berkeley, STEM Center for Undergraduate Diversity** will tap into the abundance of available industry leaders that reflect the diverse spectrum of professionals to support curriculum development and act as role models to young students. Phillips will partner with the **Napa Valley College- STEM** department to ensure Technology Design curriculum development is high-quality and teachers have mentors to support thematic integration into common core curriculum. A partnership with U.C. Davis will provide teachers the opportunity to access the **U.C. Davis, Office of the Provost, STEM strategies Portal**. The Portal will make available to teachers over 18 search areas on content and topics for STEM curriculum content.

Salvador Magnet School. Arts Integration

Pillar 1-Diversity Students will participate in a wide range of artistic experiences and see their cultural backgrounds represented in the Arts Integrated curriculum.

Pillar 2-Innovative Curriculum and Professional Development Innovative Curriculum:

Through the Artful Learning Model, students will participate in a unique educational opportunity based on Leonard Bernstein's belief that the process of experiencing the arts provides a fundamental way to instill a lifelong love of learning. Students will engage in learning as they move through this innovative model to Experience, Inquire, Create, and Reflect. A Concept and Significant Question will guide the lesson inquiry and students will use a variety of research techniques to delve into the content integrated throughout the school day, in every classroom, in every grade. Using Wiggins & McTighe's book, *Understanding by Design*, an artistic Masterwork will be selected to launch each art unit. Students will "*Experience*" the Masterwork through a variety of multi-sensory activities. Resources, such as; non-fiction text and real-world teaching aides will support teacher work to design Inquiry Centers around the core curriculum

content and students will “*Inquire*” through high levels of reading, writing, and artistic experiences while connecting learning to the Concept and Significant Question. Students will “*Create*” and engage in designing an **Original Creation**, an artistic portrayal of their new knowledge and understanding of the core curriculum based on the unit Concept and Significant Question which is aligned to Visual and Performing Arts standards. Teachers and students will use the **Vector Cutter, artistic tools, Pottery, Glass Workshop materials,** and other visual art supplies to construct Original Creations. Finally, students will “*Reflect*” on their learning. This process is will be documented through narratives, journey maps, and metaphors that enable students to make connections to their lives and the diverse world in which they live.

For example envision, in second grade, “Pilobolus Dance” is the unit Masterwork, and the central Concept is “Interdependence.” Students will inquire to answer the Significant Question, “How does interdependence impact our world?” Students will explore the relationship of people, plants, and animals living together and mutually relying on one another as they develop interdependent relationships. Global locations influence student discovery of economics as they learn about the different ecosystems in our world. In third grade, students will focus on the Concept of “Adaptation” as they learn about artist Chuck Close and his self-portrait “Lucas.” He was affected by a degenerative muscle disease and was forced to adapt his style of artwork. Students will discover the impact of lifestyle adjustments made by Native Americans as settlers were disrupting their environment. Additionally, students will explore adaptations in art, music, and fairytales across cultures. Students will perform in the new Theater using musical instruments and props and production materials. As students engage in learning, they will apply technology skills, Art Based Skills and Strategies (ABSS), and 21st Century skills. Students will use technology with iPad and Chromebook to apply programs, such as; **Digital Storytelling,**

Garage Band, and **Mystery Science**, to name a few. Tableau is an example of an ABSS where students will collaborate to communicate or convey a message to the audience as they form still images with their bodies representing a scene in response to content. This will be used across all curricular areas from a scene in a literature book to a scientific concept. Based on the theory of *Harvard Project Zero- Making Learning Visible*, students will deepen and extend learning. Students will revisit the lesson concept and new learning will be linked to the Significant Question, helping students make meaning and connections along the way. The goal is to push students to a level of metaphor to better understand the world. At the end of each trimester, students will showcase and communicate through artistic expression as they collaboratively present their Original Creation and perform for an audience in the newly developed theater.

Professional Development Theme-based professional development and training specific to Salvador will include: **Bernstein Center's Artful Learning (AL)** to support teachers to understand the concept for Arts Integration and a framework for instructional delivery; **Guided Language Acquisition Design (GLAD)** will support teachers with strategies that allow differentiation with struggling learners and English learners; **Magical Moonshine Performing Arts Group** to coach teachers in arts integration and the infusion of art standards across the curriculum; **Museum of Children's Art (MOCHA)** will support teacher understanding of arts integration and utilize high-quality arts materials to support student academic achievement; **Education through Music (ETM)** teachers will participate in workshops to develop music infusion into core content to develop student language and social skills; **Visual Thinking Strategies (VTS)** teachers develop skills to use strategies across the curriculum to develop student writing skills. A PD consultant, **Lori Oczkus** - author, trainer, and expert - will provide on-site coaching to teachers on instructional strategies to support English Language Learners

with reading and writing. Teachers will participate in training on Reciprocal Teaching, Cross-Age Tutoring, Paired Reading, and Cooperative Learning strategies.

Pillar 3-Academic Excellence Findings presented in a three year evaluation report, of the Artful Learning program, suggested school-level changes in achievement for the Artful Learning schools, in comparison to schools not using the program, showed some positive trends emerging (Griffin & Miyoshi, 2009). A key outcome to the project's logic model and Theory of Action is **the development of high-quality theme based instruction, integrated into core curriculum.**

This will be accomplished by arts integration units that will be developed and aligned with English language arts and math common core standards, Visual and Performing Arts Standards (VAPA), Next Generation Science Standards, (NGSS), Art Based Skills and Strategies (ABSS), and Visual Thinking Strategies (VTS). To provide the scaffolding needed for English language learners and provide equitable access to academic language and higher levels of reading and writing, Salvador will continue to integrate strategies from the research based model, Guided Language Acquisition Design (GLAD) as the instructional delivery model.

Pillar 4-High Quality Instructional Systems In addition to the integrated thematic program in all grades and in every classroom, all students will have the opportunity to participate in weekly rotation classes; **dance, theater, graphic design, or vocal music.** Classroom teachers will work closely with specialist teachers to connect these experiences back to the classroom unit concepts. Additionally, students will participate in specialized weekly music instruction in **piano keyboarding**, ukulele, recorders, Band, Strings, Orff and Vocal music. The Magnet theme extends beyond the school day with a range of enrichment classes offered to all students. Students can choose from opportunities, such as; art, theater, Spanish, garden club, and Hip-Hop dance, just to name a few. Students may also participate in the on-site Boys & Girls Club that

provides extended day opportunities with an emphasis on the arts. Students will have opportunities to participate in the school's performing arts group. Over the years, students have performed the musicals; *Jungle Book*, *Aladdin*, and *Annie*, and an original program entitled *Just Passing Through: A Historical Adventure*.

The development of a new **Theater** will provide students with an artistic performance area to support on-stage theatrical events, musical concerts, and dance recitals, to name a few. The theater will include lighting, a sound system, and videography capabilities. An outdoor performance space will be developed with Bluetooth speakers and lighting to cultivate student creativity in an authentic **amphitheater** setting. An art studio will provide teachers and students a location to craft, experiment, and collaborate with community partners and local artist mentors. To support authentic learning and expose students to a wide-variety of artistic experiences, each Salvador grade, K-5, will attend at a minimum, one full day or two half day Fieldtrips to locations, such as; Musicals at the San Francisco Orpheum Theatre, the **San Francisco Ballet**, plays and performances at the **Lincoln Theatre, Yountville**; the Napa Valley Museum; Napa Valley Museum Trunk shows; the Hess Art Collection, Napa; and opportunities to work with local artists at their studios to collaborate on art pieces. It is expected the fieldtrips will become integral to the Arts Integration theme, and it is anticipated the increase in Artistic community partnerships will support transportation costs after the grant funds have ended.

Pillar 5-Family and Community Partnerships Parents/Family Parent University provides parent/child nutrition classes, parent workshops for prekindergarten preparation, and adult education English classes. The Salvador Parent Club is the school's strongest and first partnership. Early in the arts integration implementation, the Parent Club met with the Artful Learning consultant to write a Mission Statement and identify core values. This alignment

maintains focus on promoting parent involvement, advancing the arts, and developing community partnerships. More information about parents is needed here [Community Partnerships](#) With a variety of purposes in mind, Salvador has developed partnerships with **Justin-Siena High School** to provide high school tutors and student service opportunities on the Salvador campus. **Lincoln Theater** and **Jarvis Conservatory** offer opportunities to access high-caliber artists and performers as well as a **Fellows Program** modeled after Carnegie Hall that brings graduate level musicians into the schools to support music integration in every classroom. Having a variety of artist residents on campus is made possible by partnerships with **Magical Moonshine Performing Arts Group**, **Lucky Penny Theater Group**, **Opus One**, and the **Napa Valley Opera House**. Partnerships have also been established with **Target**, **Community Projects**, and **Whole Foods**. Not only have these organizations provided funding for artists in the classroom, but Whole Foods supports nutrition and culinary arts programs in the school. **Festival Del Sol** sponsors an annual wine, music and arts festival every summer in the Napa Valley. As a partner, they have supported Salvador financially and showcased school programs at their live auction for the past two years. At one annual auction event, before the final “fund a need” portion of their live auction, the Salvador principal spoke on behalf of Arts in Education and showcased the benefits of bringing the arts into the classroom.

Bel Aire Park Magnet School, International Baccalaureate/Communication and Media

Pillar 1-Diversity Students will apply tangible Communication and Media skills to create a better and more peaceful world through communication that includes intercultural respect.

Pillar 2-Innovative Curriculum and Professional Development Innovative Curriculum All IB magnet standards will be significantly revised into new Communication and Media magnet

standards, in every grade level, in every classroom. The new magnet standards will infuse literacy, STEM and Visual and Performing Arts (VAPA) - Media Arts, into the IB Primary Years Program inquiry cycle. Since IB at the elementary school level, on its own, has not shown sufficient results to reduce minority group isolation at Bel Aire, the school must revamp its approach. It has been suggested that parents might view IB as an instructional pedagogy rather than a tangible school choice since the best instructional practices, once only offered by IB, may have seeped into common core and PBL/IBL experiences across many Napa schools. Bel Aire will need to create new magnet standards that provide innovative and tangible curriculum, capable of encouraging Napa County families to select the IB/Communication and Media as a viable school choice. The revised and new Magnet Standards will focus on three communication strands; **Interpersonal Communication, Global/Media Communications, and Artistic/Alternative Communication**. Through literacy and STEM, the significantly revised magnet curriculum will provide students with knowledge to support creative and critical thinking abilities. Students will develop multiple communication competencies to create and analyze a variety of media formats.

Visualize young students using audio and video production equipment to develop broadcast quality presentations based on student research and editorials for production to fellow students, providing an authentic audience for literacy learning. For example, fourth grade students will interview fellow students and attend school events to contribute articles for the new school newspaper. Reporters and editors from the local newspaper, the *Napa Register*, will mentor students and provide expert feedback to both students and teachers. Students will provide cross-age mentoring academically and socially among grade levels to collaboratively design and produce the monthly newspaper. Imagine students engaged in photo-journalism to report topics

of interest to the school community by using digital cameras and post-processing software, such as; **Adobe Lightroom**, **ShotPro (Storyboard iOS)** for iPad use, and **Open Shot**. Students will produce, write, anchor, direct, and air a news broadcast, alternating in all grades, depending on the Communication and Media unit and new Magnet Standards. Envision 3rd grade students using **VoiceThread** to create and share dynamic conversations around documents, snapshots, diagrams, and videos. Young students will explore the engineering of communication by building simple machines in a **Makers Space** environment. Students will participate in a wide variety of activities to develop literacy skills, such as: first grade students will use iPad and Chromebook to skype with students around the World and participate in Global Read-aloud; third grade students will use drama to bring student writing to life in the newly designed multi-purpose room and performance area; fourth grade students will produce videos to submit in the school's newly developed Poetry Out Loud competition, other District schools will be invited to compete; and students in fifth grade will write and deliver speeches for a Government unit around persuasive argumentation on the newly designed presentation stage. Students will participate and host annual **TEDx events** showcasing student talks.

Professional Development Theme-based professional development and training specific to Bel Aire will include: **International Baccalaureate (IB)** as a foundation for the inquiry-cycle to ground the revised Communication and Media content; **International Society for Technology in Education (ISTE)** will expose teachers to cutting edge educational technology to support development of the Communication and Media Hub; **Association for Supervision and Curriculum Development (ASCD)** will provide technical training for professionals using communication and media in the 21st Century to enhance classroom instruction; teachers will attend the annual **Computer Using Educator (CUE)** conference to obtain the most up to date

technical information; and teachers will attend various regional workshops, such as; **Invent to Learn** to train teacher how to teach students to use digital materials to expand “the hundred languages of learners” i.e. to use creativity as a form of communication.

Pillar 3-Academic Excellence Students say they are motivated by solving real-world problems and students often express a preference for doing rather than listening (Lombardi, M., 20017).

Authentic learning at Bel Aire will develop 21st Century skills to offer students a ‘Learning-by-doing’ environment. The Internet and a variety of emerging communication, visualization, and simulation technologies will make it possible to offer students authentic learning experiences ranging from experimentation to real-world problem solving. A key outcome to the project’s logic model and Theory of Action is **the development of high-quality theme based instruction, integrated into core curriculum.** This will be accomplished by unit integration that will be developed and aligned to English language arts and math common core, and Next Gen Science, International Baccalaureate inquiry-cycle, the Center for Collaborative Classrooms as an instructional stance for literacy, and the three communication strands; Interpersonal Communication, Global/Media Communications, and Artistic/Alternative Communication. The theme integration will incorporate the IB Approaches to Learning skills (ATLs) as essential strategies to develop academic supports for all students; Thinking, Communications, Social, Self-management, and Research skills. The ATLs will provide the scaffolding needed for all students attending the school, and for traditionally underrepresented students in participating in STEM-related units of study.

Pillar 4-High Quality Instructional Systems Picture young students sitting in a new **Communication and Media Studio** with a green screen, multiple cameras, tripods for each camera, a computer system that can handle several video sources, multiple microphones,

graphics generators, cables and connectors to piece it all together, and lights. The Studio will provide the space for students to engage in research to report and problem-solve community and school issues. This will be an area for students to collaborate with community partners, such as; the Vine radio, the Napa Register newspaper, and article writers for the local Marketplace magazine. The multi-purpose room will be transformed into a **Presentation Center** to provide space for parents and community partners to attend student events. Movable walls/partitions, a new sound and lighting system, and an enhanced stage with podium will recreate performance space for communication events; TEDx talks, debate competitions, and media art exhibits.

Bel Aire students, grades K-5, will attend at a minimum, one full day or two half day fieldtrips in each Project Year. The out-of-school experiences will provide traditionally underrepresented students the opportunity to participate in STEM-related activities, such as; the **Exploratorium Science Center**, Bay Area Discovery Museum, Museum of Children's Art, Lindsay Wildlife Museum, **Napa Valley Register newspaper**, CA Academy of Sciences, Maker's Faire- San Mateo event center, Chabot Space and Science Center, Children's Creativity Museum, San Jose Tech Museum, **Napa Valley radio station- The Vine**, Mondavi Center for Performing Arts, Yerba Buena Center - stop motion animation, **San Francisco television station, KGO-ABC7 News**, the Napa College STEM and science Labs, and the U.C. Berkeley Communication Media-television station. It is expected the fieldtrips will become integral to the STEM-Communication and Media theme, and it is anticipated the increase in Communication and Media community partnerships will support transportation costs after the grant funds have ended.

Pillar 5-Family and Community Partnerships Parents/Family Bel Aire has a Family Faculty Club, English Language Advisory Council, (ELAC), and School Site Council with parent members on all committees to ensure parent voice in decision-making. Committee members will

also support the school recruitment team with outreach to potential families, attend informational nights to talk with new parents, and support the student ambassador program as needed. Parent volunteers will work in the Communication and Media Studio to help facilitate collaborative learning groups, share their expertise in the use of technology, software, and mentor student projects. Parents will be invited to attend events in the Performance Center, such as; poetry cafe, student speeches, theater presentations, art gallery events, IB 5th grade exhibition, TEDx and Open Mic Nights to share student writing.

Community Partnership: Bel Aire collaborates with many IB schools and has created an organization for the Napa Valley IB community to bring parents, teachers, and community leaders together to support international education with the goal to create a vertically articulated strand for IB in the Napa local area. Bel Aire also organizes an annual round table, on the school campus, where IB schools from all over Northern California learn more about inquiry based learning and discuss challenges and successes in providing international education. The local radio station, KVYN-KVON, **99.3 the Vine**, will partner to support the development of the Communication and Media Station and provide mentoring to teachers for curriculum development. The Vine crew will work with students to facilitate field trips to the radio station to develop student broadcasting skills. Reporters from the **Napa Valley Register** newspaper will work with students to develop photojournalism and editorial skills. Bel Aire will partner with the **Napa Valley College STEM**, music, and arts departments to receive guidance with thematic curriculum development and provide further guidance for the transformation of the multi-purpose room into the Presentation Center. A partnership with U.C. Davis will provide teachers the opportunity to access the **U.C. Davis, STEM strategies Portal**. The Portal will make available to teachers over 18 search areas on content and topics for STEM curriculum content.

The anticipated partnership with **U.C. Berkeley, STEM Center for Undergraduate Diversity** will provide a pipeline of community speakers and industry leaders that reflect the diverse spectrum and talent of a global society as role models to young elementary students. A **Silicon Valley Education Foundation** partnership (iHub) will connect Bel Aire teachers, and the Instructional Communication and Media Coach, with Education Technology (EdTech) entrepreneurs and researchers to support the decision making process when integrating technology tools and solutions in the Communication and Media Studio and classrooms. The **Center for Collaborative Classrooms** is a current partnership that provides on-site coaching to support literacy instruction in exchange for Bel Aire's participation as a research school to improve best practices. The on-site coaching for literacy will support the significant revision of Magnet Standards as the STEM Communication and Media content is integrated into the IB inquiry-cycle.

Systemic Reform Professional Development for all three project schools: In addition to the school specific theme-based instruction as outlined above, systemic pedagogy must be well-developed to be effective. To make work sustainable and meet the professional learning needs for teachers and site leadership, NVUSD developed and deployed its own personnel through **LeadIn Napa**, and provides trainings in IBL, Positive Behavior Interventions and Support (PBIS), state California standards, national common core curriculum, leadership development, and workshops on other topics. Magnet staff will participate in LeadIn Napa and also partner with experts outside of the District to ensure thematic and systematic learning is most current and relevant. The **Michael Fullan Team** and the **University of California, Davis** have partnered with NVUSD to deepen leadership skills at all levels to mobilize commitment to improved instruction. The **Stanford University ELL Network**, *Understanding Language* aims

to heighten educator awareness of the critical role that language plays in the new Common Core State Standards and Next Generation Science Standards. The long-term goal of the initiative is to increase recognition that learning the language of each academic discipline is essential to learning content. Training for teachers and administrators includes collaboration with seven other cohort districts throughout California on best practices for ELL instruction. Virtual learning will allow for customizable training opportunities - anytime, anyplace and any pace. The District selected the **Edivate platform** to assist with this futuristic goal. Teachers can learn individually or with an entire staff and select from a large virtual professional library of options. Over 25 topics provide information training on diversity and equity, instructional strategies, special education, educational leadership, just to name a few. Included with an online learning system is peer-to-peer collaboration, networking tools including support for PLCs, peer mentoring, teacher induction and resource sharing. Interactive books, standards-based tools, coaching, and observation tools support implementation while ongoing data capturing and reporting tools provide feedback to the District. **The Metropolitan State University of Denver's Western Educational Equity Assistance Center (WEEAC)** services the Western United States as a **Region IV Equity Assistance Center**. The Center will provide professional development training to school administrators and teachers to create safe and non-hostile schools to establish supportive learning environments that are free from harassment, bullying, teasing, and hate crimes. The Center will provide training to all project school teachers and staff to support grading with an equity lens and culturally responsive instruction. The Center will work with NVUSD parents, families, and other Napa community members to improve Napa's community understanding of fair and equitable education through school integration.

(b)(2) the extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., State educational agencies, teachers ‘unions) critical to the project’s long-term success; or more than one of these types of evidence.

The District will apply practices recommended in the ‘MSAP Planning for Sustainability Toolkit’ to develop long term planning. Program sustainability was forefront in how the district selected schools for the proposed project. In 2016, the District conducted a MSAP 2017 feasibility study to ensure the schools selected for the proposed project would successfully meet and/or exceed project performance measures and could also be sustained beyond the length of the grant. Alta Heights Magnet School- Math, Arts, Science, and Technology (MAST) and Napa Junction Magnet School, STEM, form a network of partnership schools that will support the proposed STEM Leadership, Engineering, Design Art (LEAD) program at Phillips and the proposed STEM Communication and Media program at Bel Aire. The new and revised magnet programs will rely on literacy and STEM content which will allow magnet schools to collaborate to sustain resources. Additionally, NVUSD has strategically partnered with the **New Tech Network** (NTN) to help train NVUSD teachers and develop a cadre of Master project-based learning (PBL) and inquiry-based learning (IBL) teachers. The Master teachers will provide sustained training to magnet teachers to support the PBL and IBL magnet units developed for the MAST, STEM- Communication and Media, and LEAD programs. Additionally, sites will have technology coaches and theme-based coaches who will be highly trained through MSAP funded professional development and highly experienced from coaching teachers at the magnet schools.

At the end of the MSAP cycle these coaches could return to the classroom or become District-wide coaches serving a broader spectrum of schools.

January 2017, the **United States Department of Education** released a Dear Colleague Letter to further support STEM education. The purpose of the letter was to help educational agencies understand how to use Federal funds to support STEM education strategies under the Elementary and Secondary Education Act of 1965. Beginning 2016-17 school year, Districts are invited to use **Title I and Title IV funds to purchase STEM materials and devices, Title II funds to train teachers new to STEM concepts, and Title III funds to provide access to STEM resources specific to English learners.** While the one time start-up costs for the proposed magnet project are beyond the District's resources, NVUSD will begin budget planning to ensure future resources are in place to support STEM education at Bel Aire and Phillips to operate the project beyond the length of the grant.

At Philips, the components of a Leadership program will readily fit into the **S.H. Cowell Foundation** partnership. For the 2016-17 school year, the Cowell Foundation is supporting efforts to develop self-confidence traits in Hispanic/Latino students, and students of poverty, as the students transition from an isolated learning environment at Phillips to a more diverse student population at Silverado Middle School and then onto Napa High School. Cowell funds are currently supporting; a Phillips Family Resource Center, \$157,230, through funding sources, from the **United Way Bay Area, Napa Valley Community Foundation, and Napa County Health and Human Services**; and an afterschool academy, \$100,750, through funding sources, the **Auction Napa Valley, and Kaiser Permanente Napa Solano.** The MSAP grant funds are critical for initial one time startup costs to integrate a Leadership program into the Phillips core curriculum, however; it is anticipated that beyond the project, the Cowell work, in combination

with the strengthening of AVID structures during the magnet project, will systematically reform Phillips so that student involvement with Leadership becomes a common and daily practice, and therefore is sustained beyond the project years. The anticipated new community partnerships, reflective of leadership roles within the community, such as; the Napa City Firefighters Association, the Napa Police Department, and the **Napa Valley Hispanic Network**, will also assist to sustain the program through student mentoring and expertise in the classroom with Leadership curriculum development.

The expansion of Arts, at Salvador Magnet School, further refines practices supported by the numerous Salvador community partnerships and District K-12 Art initiatives. **The Arts Council-Napa Valley** initiative will further support the Salvador expansion after magnet grant funds have ended by offering teachers mini grants to fund classroom art education. The Salvador principal has been pro-active to apply and receive other grant resources beyond the MSAP 2010 project. Beginning in 2013, Salvador has received: \$12,000 from the **Festival Napa Valley** for after school performing arts programs; \$12,500 from the **California Arts Council**; and \$5,000 from the **Community Projects Grant**, to support artist partnerships.

The District community partnerships demonstrate a commitment to public school desegregation through public school choice. (See appendix: letters of support.) **The Napa Valley Education Foundation** has been garnering private support, fostering community engagement and supporting the initiatives and priorities of the Napa Valley Unified School District since 1983. Signature programs include the Music Connection, the Napa Valley Education Exchange, and the Spencer Colton Gold Star Teacher Grants. Resources Provided: Grants, scholarships, funds, supplies/materials and equipment. **Napa County Office of Education's** mission is to offer a broad range of student services in response to changing community needs, to support and

collaborate with local school districts, and to disseminate research-based best practices to educators locally and statewide. Resources Provided: Training for parents; educator training for technology, supplies/materials and equipment. **Napa Learns** encourages the success of every student by providing resources, funding, and leadership to help district staff adopt innovations in teaching and learning focused on the demands of the future. Napa Learns is supported by **Napa Valley Vintners** and other local donors. Resources Provided: Scholarships for teachers/administrators, teacher grants, supplies/materials (e.g., devices for Foster Youth, Tech Connection). **On the Move** incubates initiatives based on the interests, passions and commitment of young leaders that represent the diversity of communities. All of the programs have been implemented utilizing an intergenerational leadership model of co-creation and shared decision-making. Resources Provided: Elementary school family resource center supports and monetary grant support. NVUSD will continue to benefit from a strong partnership with the **Napa County Library** to provide digital content and literacy resources to students. Resources Provided: All students have access to an e-Card which entitles students to receive Shared Overdrive eBook Collections and ‘Tumble-Books’ for English Language Learners. **Adopt a School** develops lasting relationships between the business community and the school community to impact the future leaders of Napa Valley. Resources Provided: Relationships are developed based on the mutual interests and needs of the business partners and school community, and experts are invited to role model, mentor, and provide guidance on curriculum development.

During and beyond project years, NVUSD has committed to aligning and redesigning district level operations and job descriptions to provide focused leadership and system capabilities to support, monitor, and sustain ongoing implementation of magnet project goals. The Board believes students from different economic, social, and racial/ethnic backgrounds learn

better in an integrated school, and that schools where minority group isolation exists may not provide equitable access and opportunity. District support for magnet schools is evident. For example, during the MSAP 2013 project. To support the development of a new culinary kitchen on the campus of Pueblo Vista Magnet School, Dual Immersion/Environmental Sciences, the NVUSD maintenance and facilities department contributed over \$100,000 District funds to the \$40,000 MSAP funds to ensure the culinary kitchen would meet health code inspections. Outlined as a project goal, the culinary kitchen is a link to the school garden to support the Environmental Sciences for authentic learning.

Likewise, Napa County tax payers continue to demonstrate a commitment to NVUSD. Even though the District is considered a lower-median wealth district based on a limited property tax base, and Napa County is considered the 8th most unaffordable housing market in the nation, and the average Napa wage earner needs to spend over 84% of income to afford the median home in the area, the community continues to support NVUSD schools. For example, on August 2014, at 3:30 a.m., a 5.8 magnitude Earthquake caused severe damage at numerous NVUSD schools and throughout the Napa County. Napa Junction Magnet school was discovered to be located on an active Earthquake fault. Other schools were identified for seismic upgrades and overall maintenance and facility renovations. In response, 55.99% of Napa County residents approved a \$269 million dollar measure H bond to improve District school facilities. A component of the H bond includes the planned 2017-18 relocation of Napa Junction Magnet STEM School to a safe geographic location. Resident families voted to fund this new magnet facility at an estimated cost of \$36,205,497.

Stated in Priority One-Need for Assistance, Measure H funds will support new facilities for Salvador, \$18,610,216; Bel Aire modernization of buildings, \$8,866,436; and renovations at

Phillips, \$1,000,000 (NVUSD Facilities Master Plan, 2016). Technology upgrades will be funded through Measure H monies and e-Rate reimbursements to develop a more robust wireless network. As outlined, MSAP funds are critical to the one time start-up costs that are above and beyond the District's capability for developing theme-based facilities in the proposed magnet project, however; once the proposed Theater, Art Studio, Communication and Media Studio, Technology Applications Lab, and Design Art Lab are created, NVUSD will ensure all modernization and upkeep of the innovative facilities continues beyond the years of the project. School bus routes will provide transportation to ensure equitable access to magnet schools and the district will absorb costs of buses at an estimated amount of \$300,000. To ensure safety, the District is a member of the National School Transportation Association and the California Association of School Transportation Officials. The District has organized major stops in safe locations to provide routes to schools, and for the purposes of this proposed project, NVUSD will establish additional routes specific to project magnet schools. After grant funds end, bus routes specifically designated to transport McPherson and Shearer resident students to Salvador will be phased into the District transportation matrix for existing over-flow buses that currently service students in nearby schools. Over-flow buses are not at capacity, and it is expected that as more students choose Salvador, Phillips, and Bel Aire, the need for over-flow buses to other schools will reduce, and therefore; costs will be transferred and absorbed to support the new routes for the proposed magnet project. The *Safe Routes to School program* will also play a role; program coordinators will work with families to develop ways students can safely walk and bike to the magnet schools.

The District's current **Magnet Sustainability Planning Team (MSPT)** will continue to work to ensure all MSAP funded magnet schools remain in operation after grant funds have

ended. The MSPT has successfully supported all of the current six NVUSD magnet schools through sustainable funds to ensure theme-based programs receive funding above and beyond other District schools. The MSPT members continue to emphasize how the magnet schools align to the District's Voluntary Desegregation Plan to promote public school choice for public school integration. The MSPT has relied on the Magnet School Assistance Program - Sustainability Planning Toolkit to map out how the District will support the magnet programs after grant funds end. For purposes of this project, the MSPT will be updated to again include: the Assistant Superintendent of Business Services, the Assistant Superintendent of Human Resources, and the Assistant Superintendent of Instruction, the Magnet Project Director, the Magnet Principals, and the Superintendent. **The MSPT members are the decision makers in the District** and will continue to work collaboratively to ensure a multi-year plan and operating model are sufficient to sustain the project schools. For the proposed project, tasks will include: completion of a sustainability self-assessment, use of the project logic models to clarify financing needs, estimation of fiscal needs for optimal operation, map of current resources, analysis of gaps over planning period between resources and needs, and development of strategies and recommendations. The feasibility analysis conducted to decide which schools would be included in the MSAP application relied on initial sustainability indicators. The theme choice for STEM-related programs at Bel Aire and Phillips is supported by the existing network of magnet schools and the expansion of Salvador does not introduce a new theme into the organizational structure of the District. With review of prior magnet sustainability experiences and best practices for optimal level magnet requirements, a multi-year operating model provides an initial mapping of annual sustainability for the proposed magnet project.

Optimal	Multi-Year Operating Model				
Annual	Magnet Theme/teacher Coordinator	PD and Theme Resources	Marketing and Recruitment	Magnet Schools of America	Request for School
Bel Aire Park	\$100,000	\$30,000	\$5,000	\$5,000	\$140,000
Phillips	\$100,000	\$30,000	\$5,000	\$5,000	\$140,000
Salvador	\$100,000	\$30,000	\$5,000	\$5,000	\$140,000
Total per each school year					\$420,000

(b)(3) the extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

In concurrence with the project’s MSAP objectives and performance measures, two studies are embedded into the project to advance research-based literature for student academic achievement. The first set of quasi-experimental studies will examine the impact of the Success for All (SFA) program on the achievement of students at Phillips Elementary as compared to the achievement of academically and demographically similar comparison students at the two remaining project schools not implementing SFA, Salvador and Bel Aire Park. The second set of quasi-experimental studies will explore how students in each of the three project magnet schools perform relative to academically and demographically similar peers in similar non-magnet NVUSD elementary schools.

The notice invited applicants to include two research studies for review, we offer study number one for review. **Citation:** Quint, J., Zhu, P., Balu, R., Rappaport, S., & DeLaurentis, M. (2015). *Scaling Up the Success for All Model of School Reform Final Report from the Investing*

in Innovation (i3) Evaluation, Washington, DC: American Institutes for Research, 1-27. **Rating:** **Meets WWC design standards without reservations with at least one statistically significant positive finding.** Reviewed using: Single Study Review Protocol. 1) The outcomes in the study presented and how those outcomes are statistically significant. The researchers conducted a cluster randomized controlled trial to examine the impact of the Success for All (SFA) program on students in kindergarten through second grade across four states in the northeastern, southern, and western United States. The study randomly assigned 37 schools to either participate in the SFA program or continue with the school's typical reading program. The study compared outcomes of students who had completed 1, 2, or 3 years of the SFA program with outcomes of students who took part in a typical reading program.

The researchers examined scores on the two subtests of the Woodcock-Johnson III (WJ-III) Tests of Achievement- Letter-Word Identification and Word Attack and the Test of Word Reading Efficiency, and reported a statistically significant positive effect of SFA on the WJ-III Word Attack subtest for students in grade 2 after 3 years of program implementation. Among the two phonics measures, the estimated impact on WJ-III Word Attack score was 1.03 raw score points, or 0.15 standard deviation in effect size, with a p-value of 0.022.2 (pg. 70 of the study). When compared to calculations based on national norming standardized tests, indications showed the impact on Word Attack score by the students at an average SFA school in the study represented about 16% of the annual growth for an average second grade student, or about one and a half months of learning (p. 73 of the study).

2) How the outcomes in the evidence relate to the outcomes in the proposed project: The SFA reading program and whole school reform model will be implemented on the Phillips campus, school-wide, grades K-5. The evidence indicates that SFA is an effective vehicle for

teaching phonics, and we believe the SFA program will specifically support ELA academic achievement for Phillips students, and support medium and long term outcome Performance Measures: 4.1 by the end of each project year, for Phillips, the percentage of students scoring at level 3 (Met Standard) or 4 (Exceeded Standard) on the ELA Smarter Balanced Assessment will increase; and 4.4: by the end of each project year, Phillips will increase its Distance From Level 3 score in ELA, when compared to the previous year.

3) Relevance to the Proposed Project: The study takes into account socioeconomically disadvantaged student populations. Characteristics of the SFA i3 Scaling Up study sample were; 62% Hispanic/Latino and 38% non-Hispanic White and 57% Free or Reduced Price Meal program (FRPM) eligible students. The percentages are representative of NVUSD elementary students; 58% Hispanic/Latino and 28% non-Hispanic White and 54% FRPM. The SFA study is applicable to the proposed project as it illustrates teachers, working with high percentages of minority and socioeconomically disadvantaged students can effectively increase student academic achievement of phonics within the area of ELA- reading, most notably for students of poverty.

The SFA research adds to the evidence for this project that a combination of teacher professional development, on-site coaching, and program support for school leadership and faculty, can (over multiple years), produce positive effects on teacher practice and student achievement. In the Quint et al. study, the amount of training provided by SFA far surpassed the amount of services typically provided to teachers in the study districts. SFA is a whole-school reform effort, not merely a reading program. The SFA reform effort involves groups of teachers and other staff members who are assigned to address non instructional issues, poor attendance, disruptive behavior, and lack of family support that affect student learning. The SFA whole

school model reform relates to the proposed project as Phillips administrators and faculty will participate, not only in the SFA reading program, but also implement the SFA whole school reform model. **Evidence of Promise:** The Success for All study will establish a link between how implementation of Success for All on the campus of Phillips will improve curriculum and instruction by Phillips teachers and increase student academic supports in reading for Phillips students, and therefore; increase academic achievement in student outcomes for English language arts, specifically reading.

The notice invited applicants to include two research studies for review, we offer study number two for review. **Citation:** Parkinson, J., Salinger, T., Meakin, J., & Smith, D. (2015). *Results from a three-year i3 impact evaluation of the Children's Literacy Initiative (CLI): Implementation and impact findings of an intensive professional development and coaching program.* Washington, DC: American Institutes for Research, 1-25. **Rating: Meets WWC group design standards without reservations with at least one statistically significant positive finding.** Reviewed using: Single Study Review Protocol. 1) The outcomes in the study presented and how those outcomes are statistically significant. The study provides evidence that an intensive professional development and coaching program can be implemented with fidelity over multiple years and produce positive effects on teacher practice and student achievement. The relevant outcome to the randomized controlled trial study found statistically significant positive effects for kindergarten teacher and first-grade teacher language and literacy practices and for student reading academic achievement.

The study results show a positive and significant effect on average reading achievement in kindergarten and second grade reading achievement (pg. 14 of the study). Although the CLI program did not have a statistically significant effect for first-grade students in Year 1, the

program had significant differential effects for first-grade students with different baseline achievement levels throughout the study. Individual Reading skills were measured and the CLI program had a positive and significant effect on kindergarten average letter–word reading, with an effect size of 0.15 in Year 1 and 0.21 in Year 2. Results for second grade show CLI had a significant positive effect on comprehension skills; with an effect size of 0.14 (pg. 17 of the study).

The CLI program had a statistically significant positive effect on kindergarten teachers’ and first-grade teachers’ classroom environment and language and literacy practices, based on classroom observations conducted by study-trained observers (see Exhibit 3 Effect of the CLI Program on Teacher Practice Outcomes, pg. 13).

2) How the outcomes in the evidence relate to the outcomes in the proposed project: This research adds to the evidence that providing teachers with intensive on-site coaching and professional development can lead to changes in teacher practices and student achievements. The CLI teachers experienced more hours of literacy-related professional development than teachers in control schools-up-to 100 hours per year; this reflects the professional development outcomes for the proposed magnet project: **Objective 5.** Provide professional development related to improvement of curriculum, instruction, and magnet theme development and implementation. **Performance Measures 5:** By the end of each project year, at each magnet school, teachers will receive at least 50 hours of professional development (e.g., workshops, courses, coaching) in each of the following areas: **5.1-** 50 hours directly related to the improvement of curriculum and instruction including the development and implementation of the systemic reforms listed in the school improvement plan; **5.2** -50 hours directly related to the development and integration of the magnet theme.

The CLI study outcome showed the intensive professional development had a statistically significant positive effect on kindergarten teachers' and first-grade teachers' classroom environment and language and literacy practices directly relates to the project's logic model output for the intensive professional development to change project teachers' practices to create high-quality theme-based instruction, integrated into core curriculum sufficient enough to result in improved student academic achievement. The magnet project will require intensive professional development and an intensive on-site coaching approach to develop a new magnet school, significantly revise a magnet school, and significantly expand an existing magnet school to improve student achievement

The study provides evidence that an intensive professional development and coaching program can be implemented with fidelity over multiple years and produce positive effects on teacher practice and reading achievement in early elementary grades, despite common challenges such as teacher and administrator turnover; changes in district leadership, curricula, and standards; and the logistical complexity of providing teachers with 50–100 hours of services yearly (pg. 18 of the study). The evidence is related to the magnet project as the proposed project is a 5 year project with performance measures of 100 hours per teacher per year over the 5 project years.

3) Relevance to the Proposed Project: The study defines professional development in the same way the proposed magnet project defines professional development. The CLI hours and structure of professional development offered each year of the CLI program match the expected hours of the magnet project. Regular magnet classroom teachers will receive up to 100 hours of annual professional development, the theme-based instructional coach/model classroom teachers for Arts, Leadership, Engineering, Art Design, and Communication and Media will receive

additional training, and the magnet principal will receive well over 20 hours of annual professional development. The proposed magnet project PD hours match, and will likely exceed, the CLI PD model.

The study team measured fidelity using an index based on four key components of the CLI program: (a) resources and professional development institutes and seminars provided to teachers; (b) one-on-one coaching provided to teachers; (c) identification of a model classroom, with additional one-on-one coaching and resources provided to the model classroom teacher; and (d) professional development provided to school leaders. The team identified multiple indicators (e.g. the number of coaching hours teachers received) for each program component, and the team gave individuals a score indicating high, moderate, or low fidelity for each indicator (pg. 10 of the study).

As mentioned in section one of the Quality of Project Design, a recent meta-analysis of five MSAP evaluations by the CRESST Center at UCLA, suggested students attending magnet schools with higher degrees of program implementation had significantly higher test scores than comparison students attending non-magnet schools in the District (Wang, et al., 2014). Napa believes school transformation will only occur through intensive professional development which guarantees magnet programs are implemented with fidelity. The CLI program was implemented in schools with a high level of fidelity across study years; and therefore, Napa believes the study strengthens evidence to support the project's logic model for professional development. The CLI study team measured fidelity using an index based on four key components: (a) resources and professional development provided to teachers; (b) one-on-one coaching provided to teachers; (c) identification of a model classroom, with additional one-on-one coaching and resources provided to the model classroom teacher; and (d) professional

development provided to school leaders. The CLI provides evidence of promise for the overall intention of the magnet project. **Evidence of Promise:** The magnet school study will be conducted for Salvador, Bel Aire, and Phillips and the study will establish a link between the intensive professional development required to expand, revise, and develop magnet schools to produce high-quality theme-based instruction, integrated into core curriculum to result in student academic outcomes for ELA, math and science.

(b)(4) the extent to which the proposed project is supported by strong theory.

The project's logic model is supported by strong evidence and research drives the **Theory of Action** ► (1) ► if all teachers receive 50 hours of quality research-based professional development, focused on theme-aligned instructional fidelity, and 50 hours of professional development focused on systemic reform of core curriculum, then teachers will develop and implement high-quality theme-based instruction integrated into core curriculum. (2) ► if magnet school leadership ensures staff is coached/receives professional development so that the theme is implemented with fidelity, then teachers will develop and implement high-quality theme-based instruction integrated into core curriculum capable of attracting diverse student populations from diverse racial/ethnic and socioeconomic backgrounds. (3) ► if high-quality theme-based instruction integrated into core curriculum is taught with fidelity, and known to the community, then a more diverse population of students will apply to the magnet school and minority group and socioeconomic isolation at the magnet school or at the feeder schools will be reduced. (4) ► if magnet school students are exposed to high-quality theme-based instruction integrated into core curriculum, taught and implemented with fidelity, for 12 hours per week (by project year 5 performance measure), they will then attain higher levels of academic achievement

than comparable students who do not attend a magnet school. Please see attachments for NVUSD Logic Models; District, Bel Aire, Phillips, and Salvador.

(c)Quality of Management Plan (1) the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The **Magnet Project Director** will have overall responsibility for managing and coordinating the project. The magnet administrative office will be located in the central District building, Instructional Division. The Magnet Project Director will report directly to the **Director of Elementary Education** who reports directly to the **Assistant Superintendent for Instruction** who reports directly to the **NVUSD Superintendent**. The District will contract with an **External Project Evaluator**, American Education Solutions (AES) to collect and analyze a variety of data and provide reports to the District on progress toward meeting project objectives and recommendations for improvement. The **Magnet Office Assistant** will provide secretarial support to the Project Director and interface with District fiscal and technology departments on behalf of the schools. The **Principals** will be responsible for the implementation process in becoming a new, expanded, or revised magnet school. **Magnet Lead Teachers (MLTs)** will be responsible for the logistics of the project through documentation from the school site to the Project Director and AES, and will lead the school recruitment team to market and target recruit student populations and re-brand the school identity. The **Instructional Theme-based Coaches (Arts Integration, STEM, and Communication and Media)** will be specialists in the school's magnet theme and responsible for coordinating professional development, coaching classroom teachers, conducting STEM, Arts, or Communication and Media demonstration lessons, and providing guidance on resources to support specialized theme instruction. The **Instructional**

Coach-Technology will provide technical coaching for all three magnet schools to ensure high-quality theme-based instruction is integrated into core curriculum using the most modern technology equipment and methodologies. The **Site Leadership Teams** are comprised of grade level teacher representatives at each school site who will work collaboratively with MLTs and teachers to bring the project to fruition. The **School Site Councils** and **English Learner Advisory Councils** are existing parent and community school groups will interface with the **Parent Coordinator-Bilingual Liaisons** to assist in community outreach. The parent liaisons will review project implementation at regular meetings and provide suggestions for improvement and parent/community involvement. **Classroom teachers** will work collaboratively to implement the magnet theme through professional development, instruction, and creating an inclusive school culture (please see Appendix for Organization Chart). As outlined in the Quality of Personnel, the **Magnet Steering Committee** and **District Equity Leadership Committee** will provide guidance to the project personnel.

The proposed project will be rigorously evaluated in partnership between NVUSD and American Education Solutions (AES). Project Year 1, November-December an AES representative will conduct an introductory project meeting with the Project Director and project school administration. Project Year 1, two on-site school visits will occur, April and early September; for Years 2 through 4 there will be three on-site visits at all three project schools; September, January, and April; and Year 5 there will be one project visit in April. Three weeks prior to each visit, the Magnet Lead Teacher at each school will collaboratively complete, and provide to the Project Director, the required documentation. The Project Director will send documentation related to all project performance measures to AES. Two summative evaluation reports will be written by the site-visitor each year (May and October). Minority Group Isolation

and Socioeconomic Status reports (MGI/SES) will be provided by AES (October and June) of Years 2-5, and the Project Director will be responsible to work with the MSAP personnel to celebrate successes and implement remedial interventions as needed. The Magnet Lead Teachers will facilitate the site surveys, Years 1-4 (May), the Project Director will be responsible to share the results with school principals, and the principals will provide feedback to teachers, students, and parents. The school site Leadership Teams will recommend remedial actions as appropriate to survey responses. The Project Director will be responsible to include survey information in the June Board Presentation to highlight comparisons between magnet and non-magnet schools. The Project Director and Magnet Office Assistant will be responsible to include the documentation in the annual (May) Ad Hoc, the (September) Annual Performance Report (APR), and the End of Project Report (December).

The quasi-experimental design (QED) analysis 1 (Success for All) will be performed for project years 2, 3 and 4. QED analysis 2 (magnet schools) will be performed for project years 3 and 4. **The QED analysis 1 will occur on the campus of Phillips Elementary and will look at the impact of the Success for All (SFA) reading and whole school reform model on student academic achievement for all students attending Phillips.** Project Year 1 (October-November) Phillips will begin SFA professional development, (November-December) Phillips will develop units with SFA components, (December-January) Phillips will begin implementation of SFA practices. The SFA reading instruction will integrate into Leadership, STEM, and common core curriculum in every classroom, in every grade-level, as a whole school reform model. The Project Director will be responsible to will work with the Phillips principal, all MSAP supported Phillips personnel and the classroom teachers to partner with AES and the UCLA research team to ensure necessary methodologies and data are available to meet the standards for research

design. **The QED analysis 2 will compare student academic achievement of magnet school students, attending all three project schools, with those of similar students in non-magnet comparison schools.** The Project Director and Magnet Lead Teachers will be responsible to facilitate this research by providing the necessary data, project Years 2-3 (October-September).

The intended objectives for this project are aligned with the six purposes of the Magnet Schools Assistance Program. Attainment of the six objectives within the five years of project implementation will be measured by the following quantifiable Performance Measures (PMs) and supported by responsible personnel. Please note full descriptions for objectives and PMs are outlined in the evaluation section and summarized below.

Objective 1: Minority group and socioeconomic isolation will be reduced at the proposed magnet schools, Bel Aire and Phillips, and at one (or more) of Salvador's two feeder schools, McPherson and Shearer. **PM 1.1-1.5:** Minority group isolation of Hispanic/Latino students will be reduced at Bel Aire and Phillips, and at one (or more) of Salvador's feeder schools McPherson and Shearer, by at least **2** percentage points per year. ***Logic Model Activity:***

Desegregation- Two-prong recruitment plan, student selection, weighted lottery. ***Personnel***

Responsibilities: The Central Office Recruitment Team will consist of the Project Director, Project Administrative Assistant, Marketing and Recruitment Consultant expert, and at no cost to the grant, the NVUSD Communications Director, the District Information Specialist, the Communications Media Specialist, and the District Coordinator of Parent Engagement. The School Recruitment Teams will consist of the principals, magnet lead teachers, and the community and parent liaisons at each of the magnet schools. ***Timelines/Milestones:*** Each project year: ► September - school capacities are established ► October and November - online applications are submitted (two choice option) ► December- if more seats are requested than

available, a randomized lottery is conducted ► January - applicants are notified by email and phone to accept/declined or receive a wait list number/ confirmation of seat offers are completed by end of January ► February through May - wait list applicants monitor the online parent portal for any changes in wait list numbers or seat offerings ► June - applicants are notified seats have been filled for the next school year. All (12 months of each project year), the Central Office Team will implement the *Public Campaign* of the Two-prong Recruitment Plan to increase and maintain the visibility of magnet schools in the community by marketing and recruiting throughout all NVUSD resident areas and outside of Napa County to encourage out-of-district students to apply. All 12 months, and with more intensity during (September-November), the school recruitment teams will implement the *Targeted Recruitment Campaign* of the Two-prong Recruitment Plan, for example; Bel Aire and Phillips will distribute literature to all of their school boundary resident students; and Salvador will send school event and additional literature to resident students of McPherson and Shearer. (December) of each project year, if more applications are received than seats available, the District will conduct lotteries as outlined in the Voluntary Desegregation Plan – socioeconomic status is lottery priority number one. **For the project, Bel Aire and Phillips are set as high socioeconomic status schools, and students who do not qualify or participate in the Free or Reduced Price Meals Program (FRPM) will receive preference; and Salvador is set as a low socioeconomic status school and students who qualify or participate in the Free or reduced Price Meals Program will receive preference, and further preference will be given to resident students of McPherson and Shearer** (please see Voluntary Desegregation Plan). Dr. Richard Kahlenberg, an authority on socioeconomic integration, will partner with NVUSD to inform the District of best practices for school desegregation. **Objective 2:** All students will receive high quality instruction that

includes their school's systemic reforms and magnet themes in units and courses aligned with CCSS, NGSS and State standards. **PM 2.1:** Core academic subject units will meet district and project quality criteria determined by peer reviews using a unit quality rubric. **Logic Model Activity: Improved Instruction**, using California Blueprint for Great Schools, P21 Learning Framework, NVUSD Visual Dartboard, Multi-Tiered System of Supports, etc. **Personnel Responsibilities:** With oversight by the Project Director, the Principals will work collaboratively with Magnet Lead Teachers, Instructional Theme Coaches, the Instructional Technology Coach, and teachers to develop protocol that will allow high quality peer-review of unit planning. **Timelines/Milestones:** Year 1, (November-January) will begin the development process for review protocol, and for all other project years, (June and August), of each project Year, will provide time for an end-of-school and a beginning-of-school review of unit plans. Each school's (weekly) Professional Learning Community schedule will provide systematic time for unit peer review during all project Years; (October 1 – September 30). By project Year1, (December-March), following initial training, magnet unit development and integration will begin and will be revised and strengthened (October-September) for project Years 2-5. **Objective 3:** All magnet students will receive magnet theme instruction. **PM 3.1:** Students will receive at least 3 (year 1), 6 (year 2), 8 (year 3), 10 (year 4), and 12 (year 5) hours per week. **Logic Model Activity: Magnet Theme Integration**, inquiry-based learning, Artful Learning, New Tech Network, Success for All, to name a few. **Personnel Responsibilities:** Principals, Magnet Lead Teachers, and teachers will work to ensure all students in every classroom, school-wide, receive the integrated instructional hours per week. The teachers will participate in Professional Development, receive coaching from the Instructional Theme Coach and Instructional Technology Coach to ensure the specialized theme is integrated into the common core. Students

will engage in inquiry-based learning that integrates the specialized theme into the common core curriculum and California standards. **Timelines/Milestones:** Year 1, (October-November), the Principal will review the school master schedule to ensure all students in all classrooms have a schedule that allows for equal access to integrated instruction. Year 1, (December-February), after initial training, magnet integration will begin in all classrooms and continue to increase to 3 hours by Year 1, (September 30). For project Years 2-5, theme integration will increase (October-September) to meet/exceed appropriate performance measures. **Objective 4:** Student academic achievement will increase each year for all students and the percentage of students from major ethnic and racial subgroups attaining level 3 or 4 on the state assessments will increase. **PM 4.1-4.7:** Summarized as; By the end of each project year, academic achievement will increase in English language arts, math, science; schools will increase percentages in Distances from Level 3 score in English language arts and math; by end of year 5, students will develop master of the magnet standards; by end of year 4, magnet students will have higher test scores than matched students attending non-magnet schools, in at least one core area. **Logic Model Activity: All Activities** - high-quality theme-based instruction, integrated into core curriculum. **Personnel Responsibilities:** All MSAP supported personnel, no-cost to the project District personnel, professional development providers **Timelines/Milestones:** All five project Years, (October-September), with performance measures met/exceeded as reported on each of the five Ad Hoc and Annual Performance Reports, and as reported on the End of Project Report. **Objective 5:** Provide professional development related to improvement of curriculum, instruction, and magnet theme development and implementation. **PM 5.1-5.2:** Professional Development in systemic reforms (50 hrs.) and thematic integration (50 hrs.) per teacher per year. **Logic Model Activity: Professional Development**, Artful Learning, New Tech Network,

Success for All, the Denver's Western Educational Equity Assistance Center (WEEAC), the Center for Collaborative Classrooms, International Society for Technology in Education, and the Association for Supervision and Curriculum Development. **Personnel Responsibilities:** With the Project Director's oversight, Principals will immediately begin to schedule training for all teachers. The hired Magnet Lead Teacher and Instructional Theme Coach will immediately organize and schedule systemic and thematic professional development. Teachers will be responsible to apply newly acquired knowledge and integrate thematic instruction into common core curriculum. Professional Learning Communities will implement protocols for peer-unit review and sharing of new knowledge. **Timelines/Milestones:** Year 1, (October-November), Professional Development will immediately begin and continue for all five project years, (October – September). Professional Development will occur during substitute release days, (within the school week), (June and August) of each project Year, and during regularly scheduled (weekly) school meetings; and will include a mix of travel to conferences, contracted consultants at the school, and coaching by the Instructional coaches. **Objective 6 (a)** All students will have equitable access to high quality education. To increase parent participation at each magnet school: **(b)** There will be an increase in parent participation at each magnet school. **PM: 6.1:** All classes will reflect student grade enrollment for each racial/ethnic group, and gender for STEM classes. **PM: 6.2:** More parents will be involved in school activities each year. **Personnel Responsibilities:** (a) All project personnel will participate in cultural competency training from Denver's Western Educational Equity Assistance Center to receive training on teaching with an equitable eye. All principals will monitor classroom enrollments to ensure academic interventions do not hinder equitable access and work to ensure classroom demographics are reflective of each grade-level and the school. (b) The NVUSD district-level Parent Engagement

Coordinator will work with Principals, Magnet Lead Teachers, and each school's Parent Coordinator-Bilingual Liaison to provide training to sites in planning, organizing, and implementing procedures and programs relative to parent participation. The school principals will continue to include parent participation on the School Site Councils, English Learner Advisory Councils, and Family Faculty Clubs, and use parent representatives to assist with communicating the school events, activities and opportunities for family participation and parent voice in decision-making. The Bilingual Liaison will collaboratively develop a Family Outreach Plan to outline school events, activities, and parent participation opportunities. The Magnet Lead Teacher will work with the Parent Coordinator-Bilingual Liaison to monitor and document all parent participation through sign-in sheets at events, committee meetings, etc.

Timelines/Milestones: (a) Project Year 1, (October-December), the Project Director will evaluate demographic data at all three proposed project schools, by grade-level and classroom and discuss school master schedule planning with principals. For project Years 2-5, (August), master schedules will be reviewed to ensure academic interventions and support classes do not create classroom demographic imbalances. (b) Project Year 1, (November-December), initial develop of a Family Outreach Plan, (January) Family Outreach Plan made public to school community and District. The Pan will be reviewed and refined quarterly for project Years 2-5. The proposed magnet project will be rigorously evaluated to guarantee fidelity of implementation. If objectives are not met, school-level remedial actions will be immediately put into place, District corrective actions will be taken, and consultants from the Magnet Schools Assistance Program will be contacted to provide technical assistance. The Project Director and team will attend the annual Washington D.C. Project Director's meeting, NVUSD magnet personnel will participate in MSAP webinars, read and contribute best practices to the MSAP

Compass Newsletter, and use all other resources in the MSAP toolkit to support program implementation with fidelity. The evaluation plan is clearly explained in the Quality of Project Evaluation section.

(c)(2) how the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

A **Magnet School Steering Committee** will be established to ensure diverse perspectives are incorporated into the operation of the project, specifically; parents, teachers, business community partnerships in STEM, Arts, and Communication and Media, and educational partners to facilitate shared management and communication in supporting a successful project implementation. The Magnet School Steering Committee will meet quarterly during each project year to review implementation toward the project objectives and to provide guidance on project implementation. The committee will consist of the Superintendent, Assistant Superintendent for Instruction, Director of Elementary Education, the Director of Communications, Coordinator of Parent Engagement/Community Bilingual Outreach, the Magnet Project Director, the three project Principals, the three project Magnet Lead Teacher, a current Mentor Magnet School Principal, the Magnet Office Assistant, parents, students, a representative from Adopt-a-School for STEM, Leadership, Arts, and Communication and Media, and personnel from the Napa Valley College.

The **District Equity Leadership Committee** will act in an advisory role to the Magnet School Steering Committee and magnet administrative office. The Equity Leadership Committee was established in 2012. The Committee meets quarterly and includes magnet school operations

and issues on each agenda. The purpose of the committee is to (1) support the district's goal to prepare all students for success in college and careers in the 21st Century, especially for those students who have been underrepresented; (2) endorse, promote, and encourage local stakeholders to support programs that value uniqueness; and (3) develop and/or recommend staff development for teachers on creating an equitable community in the classroom. The Equity Leadership Committee represents a broad cross-section of the community members including: NVUSD parents, students, an elementary, middle and high school administrator, community members representing the Napa and City of American Canyon, the Napa LGBTQ Project Coordinator, a special education administrator, elementary and secondary teachers, and a school board member. The Equity Leadership Committee is uniquely configured to make recommendations to the Magnet School Steering Committee regarding student recruitment strategies and staff development on creating an inclusive school environment.

Each school has a **Leadership Team**, comprised of classroom teachers, with the responsibility to represent colleague teachers in the school's decision-making process. The school administrators and Leadership Teams took into account the interests of the California Teachers Association (CTA) and the California School Employees Association (CSEA). Consideration for diverse interests of personnel were included to ensure all school personnel participated in surveys and meetings to identify possible program themes, suggest materials and resources, and outline professional development. At the district level, parent representatives will be members of the District Equity Leadership Committee and the Magnet Steering Committee, however; a more expansive inclusion of family and parent involvement is appropriate to better meet the needs of parents at the school level. Each school will continue to include parent participation on the **School Site Councils, English Learner Advisory Councils, and Family**

Faculty Clubs. The councils and clubs provide avenues for parent voice in decision-making. School administrators complete an annual 360 survey to receive feedback from faculty and parents, and this survey will be used to further support diverse interest from teachers and parents. Families may also complete an annual Healthy School Survey to communicate interests specifically related to the District and school.

The Magnet Project Director will work closely with the NVUSD **Director of Communications** to manage external communications and public information between the District, the business community, and a variety of professional fields. The Director of Communications works closely with the Napa Chamber of Commerce, and other business organizations, and will provide guidance to the proposed project for community decision-making in relation to professionals working in Communication and Media, STEM and Arts related fields. The Magnet Project Director will meet regularly with NVUSD Partnerships, such as: **the Napa County of Education, Napa Valley Education Foundation, and Napa Learns.** New partnerships with the **Housing Authority and Napa Valley Transportation Authority** will promote a multi-agency approach to ensure diverse perspectives are included in planning. The partnerships with **Napa Valley College and University of California, Davis** will provide diverse perspectives in the development of thematic curriculum and instruction. The school site magnet lead teachers will work directly with **Adopt-a-School**, a Napa program that unites local businesses and schools, to specifically bring Communication and Media, STEM, and Art related businesses into Bel Aire, Phillips and Salvador schools. The community business partners will mentor students and teachers and provide an expertise voice in decision-making for curriculum development and inquiry-based lessons.

(d) Quality of Personnel (1) The Secretary determines the extent to which the Project Director (if one is used) is qualified to manage the project.

Please see appendix for all MSAP funded job descriptions, key personnel resumes, and a District Organizational Chart. **Project Director: 1.0, 100% FTE.** Following the notification of an MSAP award, the position will be filled by a highly qualified candidate with the essential functions and qualifications. The Project Director will report to the Assistant Superintendent of Instruction. **Essential Functions:** • Facilitate the alignment between the Magnet Steering Committee and the District Equity Leadership Committee to set policies aligned to the Voluntary Desegregation Plan • Assist in interview and selection process for MSAP project positions • Coordinate budget planning and supervise MSAP project expenditures • Organize Cultural Competency training for all staff in each project school • Develop and coordinate recruitment and marketing plans and strategies • Promote community involvement and educational partnerships • Assist schools in developing systems for parent involvement • Assist and support schools in the development of magnet curriculum that supports California Common Core State Standards and current or new state assessment systems • Work with the Program Officer to ensure all project activities remain within the scope of work as approved in the grant application and file all necessary reports with US DOE • Monitor and review student achievement in magnet programs • Provide lottery and enrollment data updates to the NVUSD School Board in relation to the project performance measures • Provide remedial actions to ensure performance measures are met and exceeded. **Qualifications and Experience:** • Demonstrated success to leading whole school system change in diverse settings • Teaching and administrative experience at elementary and/or middle school level • Possession of a credential authorizing administrative services • A minimum of five (5) years of successful administrative experience • experience with curriculum

development and desegregation strategies • Experience with sustainability planning. **Knowledge and Abilities:** • Educational programs, curriculum and effective instructional practices • Apply management, budgeting and contract administration principles and practices • Coach elementary site administrators on best practices for magnet school development • Knowledge of STEM, Communication and Media, and Art curriculum to establish community partnerships in these theme-based areas. Dr. Christine Gross will be a strong candidate for the Director position. She is the current Magnet Project Director who has overall responsibility for management and coordination of the 2013MSAP. Dr. Gross has successful experience working with students, parents, and staff from diverse backgrounds. As Magnet Project Director, Dr. Gross wrote the MSAP 2010 final report. The MSAP 2010 budget and all final reporting requirements were met on time and appropriate to the process. Christine, and her team, successfully facilitated a MSAP monitoring visit during project year 2 of the MSAP 2013 grant. Christine has attended annual Magnet Project Director Meetings in Washington, D.C., has presented sessions for best practices at a technical assistance conference for Magnet Schools of America, and has led NVUSD to receive magnet school national recognition awards.

(d) (2) The Secretary determines the extent to which other key personnel are qualified to manage the project.

Magnet School Lead Teachers: 1.0, 100% FTE Years 1-3, decreased to .50, 100% FTE Years 4-5. (1 per each magnet school = 3x) The Magnet School Lead Teacher will report to the Magnet School Principal. **Essential Functions:** • Maintain documentation required by the MSAP evaluation team and provide documentation to the Magnet Project Director • Identify materials equipment and supplies needed and inventory all grant purchases • Work with District Magnet Project Office Assistant to verify budgets and submit orders • Advise on specific

curriculum materials to support magnet or specialized theme instruction • Promote heterogeneous grouping to ensure diversity within the school • Work collaboratively to ensure theme is integrated into every classroom • Lead the school recruitment team. **Qualifications and Experience:** • Experience organizing, planning and implementing a school program • Experience with community outreach for family and community partnership engagement • Experience with curriculum development and desegregation strategies • A minimum of five (5) years teaching experience at elementary and/or middle school level • Possession of a teaching credential that meets highly qualified teacher criteria. **Knowledge and Abilities:** • Use of student achievement data to monitor instruction • Communicate with parents and staff to rebrand the school identity • Work collaboratively with other Magnet School Lead teachers to ensure overall success of the MSAP with development of community partners • Use of the District toolkit to facilitate marketing of magnet theme to Napa community • Conduct targeted recruitment to meet the minority group and socioeconomic indicators in the project's performance measures • Participate in off-site recruiting events and facilitate on-campus school tours and informational nights • Collaborate with the school's Bilingual Liaison to support equitable access to the magnet program • Participate as a member on the District's Magnet Steering Committee and Equity Leadership Committee • Lead the process to develop a school site sustainability plan.

Instructional Coach STEM: 1.0 FTE, 100%, Instructional Coach Arts: 1.0 FTE, 100%, Instructional Coach Communication and Media: 1.0 FTE, 100% Years 1-3, decreased to .50 FTE 100% Years 4-5. (one per each magnet school= 3x) Of the three Instructional Coaches, one will be assigned to each magnet school in relation to the appropriate theme, STEM, Arts, or Communication and Media. The Instructional Coach will report to the Principal.

Essential Functions: • Plan, develop, organize and implement magnet STEM, Arts, or Communication and Media theme that supports California Common Core State Standards • Provide coaching to teachers in core content areas to support systemic reforms • Conduct STEM, Arts, or Communication and Media demonstration lessons • Provide coaching to ensure teachers receive sufficient training in theme implementation to develop high-quality integrated curriculum • Work with classroom teachers to develop Magnet Standards • Work collaboratively to develop magnet units and integrate the theme into curriculum for all classrooms • Collaboratively develop and implement protocol for peer-review of units to support development of high quality integrated unit planning • Participate in marketing and recruitment to provide expertise in STEM, Arts, or Communication and Media related literature and materials • Provide theme-based research to the school recruitment team to ensure targeted outreach is effective. **Qualifications and Experience:** Strong background and experience in STEM, Arts, or Communication and Media • Experience providing professional development, coaching, and support to teachers • Working in a diverse environment • Experience with curriculum development and desegregation strategies • A minimum of five (5) years teaching experience at elementary and/or middle school level • Possession of a teaching credential that meets highly qualified teacher criteria.

Knowledge and Abilities: • Inquiry-based learning • A variety of technological educational tools, resources and equipment • Adult learning styles • Data use to monitor instruction • Work collaboratively with Magnet School Lead Teacher and other Instructional coaches to ensure overall success of the MSAP.

Instructional Coach - Technology: 1.0 FTE, 100%, Years 1-3, decreased to .50 FTE 100% Years 4-5. The Instructional Coach -Technology will report to the Project Director and will serve all three project schools. He/she will provide coaching on the use of technology to enhance

instruction and support the development of high-quality theme-based instruction into core curriculum. **Essential Functions:** • Provide coaching to teachers in thematic content areas using technology infused instruction • Identify web-based resources and training for teachers • Conduct technology related demonstration lessons to improve thematic instruction • Promote research-based instructional practices in all classrooms • Work with the District Technology department to ensure all equipment remains functional and properly installed • Model student use of devices in specialized themes for teacher understanding • Assist in the technical areas of marketing and recruitment to support social media outreach • Provide technical assistance as needed to families for school recruitment events and school activities. **Qualifications and Experience:** • Expertise in use of technology-infused instruction and assessment • Experience in the curriculum development of school programs • Experience providing professional development, coaching or support to teachers • A minimum of five (5) years teaching experience at elementary and/or middle school level • Possession of a teaching credential that meets highly qualified teacher criteria. **Knowledge and Abilities:** • Innovation in technology-based learning • A variety of technological educational tools, resources and equipment • Adult learning styles • Use of data to monitor instruction • Use of technology to support differentiated instruction •

Parent Coordinator-Bilingual Liaisons: 1.0 FTE, 100%. (one at Bel Aire Park and one at Salvador = 2x) The school's Liaison will provide family support for all families and report to the Principal. **Essential Functions:** • Attend recruitment events to facilitate family participation • Work collaboratively with the Magnet Lead Teacher to develop diverse community partnerships • Provide support to parents for open enrollment applications • Communicate from the family to the school and from the school to the family • Translation of written materials to homes • Provide classroom assistance as needed to support the role of parents in the classroom. **Qualifications**

and Experience: • Possession of a high school diploma • Bilingual literacy skills in reading, writing, and speaking • Experience working in a diverse environment • Experience with community outreach events. **Knowledge and Abilities:** • Be flexible to work independently as well as under supervision • Perform other duties as assigned.

Magnet Project Office Assistant: 1.0 FTE, 100%. The Assistant will report directly to the Project Director. While all candidates will be reviewed for employment, Denise Horn is highly qualified for the magnet assistant as she was the magnet assistant for the 2010 project and is the current assistant for the 2013 project. **Essential Functions:** • Provide clerical and budget assistance to Magnet School Director, MSAP schools, and committees • Support management of district MSAP budgets • Meet quarterly with MSAP principals to track grant expectations regarding purchases and budgeting • Keep accurate records of schools expenses and up-to-date balance of district and school accounts • Provide current financial data for reporting • Collect, organize and provide data for project evaluation team. **Qualifications and Experience:** • Possession of a high school diploma • A minimum of three (3) years clerical and budgeting experience • Experience in office or program management. **Knowledge and Abilities:** • Ability to collaborate, communicate and interact with multiple schools to support magnet schools and programs • Manage an informational data base for recordkeeping • Participate on the District level recruitment team to locate community events for recruitment, find opportunities for magnet material and literature distribution, and work with graphic artists to ensure sufficient magnet material are available for community outreach events.

Budget Technician: .60 FTE, 100% The Budget Technician will report directly to the school principal. **Essential Functions:** • Provide budget assistance • Manage record keeping between school and District • Complete detailed analysis of budget requests per each purchase • Keep

accurate records of expenses • Provide current financial data for reporting • Prepare journal entries for approval. **Qualifications and Experience:** • Possession of a general education Associates degree • A minimum of three (3) years clerical and budgeting training • Office or program management. **Knowledge and Abilities:** • Skilled in report writing • Manage an informational data base for budget development • Authorize of proper amount codes • Maintain financial records • Knowledge of State and Federal regulations as related to categorical funding.

At No Cost to the Project: Qualifications of Napa Valley United School District Personnel

Dr. Patrick Sweeney, Superintendent: Dr. Sweeney has been with the District since 2010. His educational roles have included teaching, directing a federal grant, managing special projects, served as a Director of a K-8 school in Mexico, was a Principal in an MSAP funded magnet school in California and has over 20 years' experience as a Director of Curriculum and as Superintendent. Dr. Sweeney has been instrumental in establishing the vision of 21st Century teaching and learning environments that embrace inquiry-based learning. As a member of the League of Innovative Schools, Dr. Sweeney is among an elite group of national leaders focused on technology-infused instruction. Dr. Sweeney is bilingual. **Elena Toscano, M.Ed. Assistant Superintendent of Instruction:** Ms. Toscano has six years of magnet grant experience and eleven years of experience overseeing successful program improvement initiatives. Ms. Toscano was instrumental in bringing NVUSD to the next level of reforming local education practices by bringing Rick and Becky DuFour to NVUSD to train school leadership teams. Her partnership with the Education Trust West, an educational research group specializing in helping districts close opportunity and achievement gaps, seven years ago provided a new direction in college and career readiness for NVUSD resulting in increased percentages of high school students graduating with college requirements completed. She is currently leading the district process for

the Local Control Accountability Plan to link the NVUSD budget with the Napa Vision 20/20 Plan. Ms. Toscano is bilingual. **Maren Rocca-Hunt, Director of Elementary Curriculum and Instruction:** Maren has served in this position six years. The Director of Elementary Curriculum and Instruction is a key contributor to ensuring the success of this MSAP Project. Maren assists the Instructional Division in providing services to the elementary school community to ensure that each student participates in an engaging, successful educational experience in diverse learning environments focused on mastering foundational skills prior to entering middle school with special attention improving achievement of minority students, socio-economically disadvantaged students, and English learners and students with disabilities. Maren has over 31 years of experience in education including ten years as an elementary and middle school principal. As the person who oversees elementary open enrollment, she is in a position of direct support to the MSAP Project. Maren is bilingual. **Viviana Loera, Parent Engagement Coordinator:** Viviana is an expert in parent outreach for all parents represented by many languages. Mrs. Loera engages parents and provides training to sites in planning, organizing, and implementing procedures and programs relative to parent participation. Viviana is responsible for implementation of evaluation of family engagement that directly impacts student achievement. Mrs. Loera collaborates with community partners in parent education efforts. **Elizabeth Emmett, Director of Communications at NVUSD:** Elizabeth plans and manages external communications, public information and media relations programs. Mrs. Emmett manages public outreach and provides strategic communications consultation to departments, divisions, and programs for specific outreach goals. Elizabeth works extensively with community groups and agencies on shared outreach projects. **Matt Manning, Phillips Elementary School:** Matt has been the Principal at Phillips since 2009. Mr. Manning has a

passion for school desegregation and understands the characteristics needed to support whole-school reform. Matt was instrumental in leading the transition of Phillips as an Edison Charter school to Phillips as a NVUSD school. During this process, Matt worked with limited school budgets to develop a rudimentary program at Phillips with the continued intent to provide traditionally underrepresented students the opportunity to participate in quality activities. Mr. Manning is dedicated to academic achievement for all students. Matt encourages community partnerships to support expertise in curriculum development and mentorships for teachers and students. **Pam Perkins, Salvador Magnet Elementary School:** Pam has been the Principal at Salvador Magnet School since 2010 and launched the Artful Learning magnet program. Mrs. Perkins was awarded the 2017 Association of California School Administrators, Region IV Administrator of the Year. Pam has been nominated as the Napa Valley Magnet Principal of the Year, and will represent Magnet Schools of America, Region VIII, which represents; Arizona, California, Nevada, Idaho, Oregon, Washington, Alaska, Hawaii, American Samoa, Marianas Islands and Trust Territory of the Pacific. Hopefully, Pam wins as the National Magnet Principal of the Year, 2017, to be announced in late April. Pam is leading Salvador through the 1st cohort to gain National Magnet Certification through the Magnet Schools of America process. Mrs. Perkins leadership of Salvador has earned the National Magnet School Merit of Excellence. Pam is a member of the California Association of Latino School Administrators and a member of a community gang task force. Pam is an advocate for school integration and has experience with targeted recruitment, marketing, and high expectations for staff to provide minority, lower-income students an equal opportunity to high quality education. **Janine Burt, Bel Aire Park Magnet Elementary School:** Janine has been the Principal at Bel Aire Park Magnet School since 2009 where she successfully combined two segregated programs into one integrated school

through the implementation of the International Baccalaureate Primary Years magnet program. Mrs. Burt led Bel Aire to become a California Gold Ribbon School in 2016. Mrs. Burt's leadership of Bel Aire has earned a National Magnet School Merit of Excellence. Janine has served for many years on the Elementary Principal's Leadership team for NVUSD where she is a strong advocate for equitable access for all students to high quality and innovative programs. Janine was invited to join the International Baccalaureate Educator's Network in 2015 and works as a workshop leader and site visitor for the IB Organization.

(d) (3) The Secretary determines the extent to which teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools.

At no cost to the project, all current teachers at the proposed magnet schools have appropriate California multiple subject or single subject credentials and are certified to teach language learners. All teachers have earned a Cross-cultural, Language, and Academic Development (CLAD) Certificate which authorizes instruction to English learners. Current and future teachers will be expected to meet the requirements for the California Commission on Teacher Credentialing. All three project schools currently have 100% teachers with full credentials and 100% teachers are designated as highly qualified. All teachers at the three project schools will participate in professional development for theme-based instruction and systemic District reforms as outlined in the performance measures to ensure all teachers develop specialized skills for high level instruction. Specifically, special education teachers, Advanced Learning Program for Students- the gifted and talented program teachers, and English Language Learner teachers will be expected to complete the same professional development as grade-level classroom teachers and incorporate Magnet Standards into all lessons. As a national model

school for the Artful Learning program, Salvador Magnet School teachers continue to host Artful Learning trainings for fellow colleagues across the United States. The Bel Aire teachers annually host a Western Region IB workshop which focuses on inquiry based learning for local IB schools in Northern California. Phillips teachers voted 98% to overwhelmingly implement theme-based curriculum into common core standards. Through anonymous survey data and formal meeting conversations, dedicated teachers at the proposed project schools have consistently communicated the urgency to diversity NVUSD elementary schools and improve academic achievement for all students.

(d) (4) the Secretary considers experience and training in fields related to the objectives of the project, including the key personnel’s knowledge of and experience in curriculum development and desegregation strategies.

Curriculum Development: Dr. Christine Gross, the current Magnet Project Director, and a strong candidate for the MSAP 2017 Project Director’s position, has a Master’s Degree in Curriculum and Instruction. Dr. Gross has developed science curriculum for schools in Papua New Guinea, South Pacific as a Peace Corps Volunteer, as Magnet Director in Clark County, supported the development of theme-based Magnet Standards in over 25 schools in Las Vegas, NV, assessed textbook adoptions and content development in Cameron, Africa while working at the International School in Yaoundé. Dr. Gross conducts school-site visits throughout the United States for the North American Office of International Baccalaureate to ensure the program curriculum is implemented with fidelity at time of authorization and evaluation. **Mrs. Elena Toscano** and **Mrs. Maren Rocca-Hunt** have extensive experience in curriculum development as they both supervise the District’s implementation of common core curriculum as related to ELA, Math, and Science, authorize all K-12 curriculum material adoptions, authorize all intervention

curriculum used in schools, and oversee professional development as related to curriculum and instruction in all District schools. All schools employ a part-time lead teacher as an **Academic Specialist** who is experienced in curriculum development, achievement data analysis, and curriculum interventions for special education, English Language Learners, Advanced Learners, and learners in general. The Director for Teaching and Learning, **Karen Strong**, supervises the curriculum development throughout many levels of the District and has experience as a principal with school-site curriculum development to meet the needs of diverse learners. Ms. Strong supervises the District Academic Specialists.

Desegregation Strategies: Dr. Christine Gross has in-depth knowledge and experience with the District's 2010, 2013, and 2017 Voluntary Integration Plan and the desegregation strategies included in all Plans. Dr. Gross has over 10 years of experience with implementation of desegregation strategies. Dr. Gross participates in MSAP webinars on school integration, attends the annual Magnet Project Director's meeting in D.C., and attends annual Magnet Schools of America conferences and technical policy trainings to ensure she is knowledgeable of current and best practices for school desegregation. As a leader in the field of magnet school implementation, Dr. Gross has also presented Magnet Schools of America best practice sessions to her fellow colleagues. **Elena Toscano** and **Maren Rocca-Hunt** have in-depth knowledge of the 2017 Voluntary Desegregation Plan and supervise implementing the Student Selection Procedures. Maren is directly responsible for coordination of elementary school open enrollment and student assignment. Elena is directly responsible for all NVUSD policies related to open enrollment and lottery priorities for integration. Maren facilitated the recent charter school petition revisions between the charter schools and NVUSD school Board to address ACLU concerns of admission practices that might lead to segregation. **Sally Jensen Dutcher, attorney**

and District General Counsel has extensive knowledge and experience in desegregation strategies, providing legal advice regarding student assignment and open enrollment implementation. She was instrumental in assisting the District in developing the 2010, 2013, 2017 desegregation strategies. Sally has been practicing education law for 28 years has been served as General Counsel to Napa Valley Unified School District for 23 years. **Viviana Loera** has extensive experience in organizing and implementing procedures and programs relative to parent participation, including how to work with diverse families. Viviana facilitates numerous events to support equity for school choice and provides informational sessions to highlight District opportunities for all Napa families. **Mark Morrison**, Executive Director Secondary, oversees the open enrollment process at the secondary level to ensure enrollments between the middle schools and high schools remain balanced. The Executive Director of Innovation and Achievement, **David Damico**, is the lead facilitator for the NVUSD Equity and Diversity Committee, and works to introduce speakers for cultural competency training across the District. The capacity of additional District personnel to support curriculum development and desegregation strategies is further represented on the organizational structure chart (please see Appendix: NVUSD – Instructional Support Division).

Qualifications of the Project Evaluator: American Education Solutions (AES): will evaluate this project. Over the past 20 years, AES has evaluated over 60 Magnet Schools Assistance Program grants. For the 2017-2022 cycle AES will partner with the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA; and CRESST will perform the rigorous test score study described in the evaluation section. All site teams have been teachers and have many years of evaluation experience. Two were assistant/associate superintendents responsible for all magnet projects in large districts, four were magnet school

principals, and two were magnet directors and one an Equity Assistance Center director. The duties and responsibilities of the evaluators are described in this proposal's evaluation section.

Professional Development (PD) NVUSD Partners: At no cost to the project, the District will deploy its own personnel through **LeadIn Napa** to build sustainability capacity for professional growth; the **Michael Fullan Team** and the **University of California, Davis** will deepen principal leadership skills through Transformational Learning Workshops (TLWs) that mobilize commitment to improved instruction; the **Stanford University ELL Network** will provide training for teachers and administrators on best practices for ELL instruction; the District **Edivate platform** will continue to offer over 25 topics of training selections. With MSAP support, **New Tech Network (NTN)** will support teachers in designing and delivering high quality PBL/IBL units at Bel Aire and Phillips. **Success for All** will focus on implementing research proven literacy and cooperative learning strategies at Phillips. **Artful Learning** will continue to provide expertise in Arts Integration. The **International Baccalaureate** will continue to provide technical training for the IB program to support teachers with the significant revision of the IB unit planning to develop new magnet standards. For all schools: the **Denver's Western Educational Equity Assistance Center (WEEAC)** will provide training to all project school staff to support grading with an equity lens and culturally responsive instruction the **Center for Collaborative Classrooms** will provide professional learning supports for on-site coaching and resources in student literacy development; the **International Society for Technology in Education** will allow teachers to meet with and learn from the top educational technology developers and have hands-on, face-to-face exposure to newest instructional curriculum; and the **Association for Supervision and Curriculum Development** will provide resources and training for continual learning and development of education professionals at

every level. The **Magnet Schools of America** will allow project school staff to attend annual conferences, attend technical policy trainings, and network with magnet schools from across the United States to remain current in thematic instruction and desegregation strategies.

(e) Evaluation Plan...(1)...produce evidence of promise; (2) include the use of objective performance measures that are clearly related to the intended outcomes; and (3) the extent to which the costs are reasonable in relation to the objectives, design, and potential significance

This evaluation, spanning the five years of this project, is designed to produce evidence of promise (rigorous evaluation with two sets of quasi-experimental studies) as well as provide feedback to help school and district staffs improve project performance and attain high levels of fidelity of implementation. The evaluation will also produce information needed by the United States Department of Education (USDOE) to properly evaluate project effectiveness, determine if all project activities are implemented as designed and on time, and to insure that adequate progress is made toward the attainment of all project outcomes (two annual summative reports).

Data Collection: This evaluation will draw on a wide variety of data to provide substance and context for formative and summative reports and the quasi-experimental study. The evaluation contractor will develop a complete set of data collection instruments (including surveys, data and document requests, and observation and interview protocols) designed to collect sufficient information to address performance measures, perform the quasi-experimental analysis and supplement extant data. However, extant data will be used whenever possible to lessen the burden on school and project staff. The data to be collected will include:

Student academic achievement, demographic, enrollment and other data: The contractor will collect standardized test score data (e.g., school and grade level and individual student data

linked to their teachers) needed to address performance measures related to student academic achievement and perform the quasi-experimental study. School enrollment, applicant pool and student selection data disaggregated by race/ethnicity and socioeconomic status data will indicate the extent to which the schools succeed in meeting desegregation related performance measures.

Document requests: The contractor will request documentation from magnet school teachers and MSAP staff to help determine the quality and extent of MSAP implementation. Examples include: ► **descriptions of and dosage** (amount of program delivered) **for units and courses** that present the magnet theme to students; and student recruitment, teacher professional development, parent involvement; ► **schedules** of school based magnet staff; ► School improvement plans.

Observation and interview data will be collected during site visits to each school (see schedule at end of section), by trained evaluators with extensive experience in magnet schools. During site visits, the evaluator will conduct walk-throughs, observe lessons, and interview teachers, administrators, students and parents to help assess progress towards performance measures.

Surveys will be administered annually to all teachers and a sample of students (one complete grade) at each magnet and comparison school. Comparison schools will be selected based on school size, grade span, and school-level student achievement and demographics. Drawing on its 20-year history of MSAP and regular and rigorous evaluations, American Education Solutions developed survey items and scales with its survey consultants, Dr. David Silver, a senior researcher at UCLA's CRESST Center, and currently, Dr. Jia Wang, a senior research scientist at CRESST. *These survey items are directly related to the purposes of the MSAP and the logic model, objectives and performance measures of this proposal.* Validated survey items and scales measure constructs including school climate, instructional leadership, professional development hours (formal, collaborative and coaching) and effectiveness, student academic commitment and

expectations, student engagement and motivation, student and teacher perceptions of intergroup relations and magnet theme implementation, standards based instruction, systemic reform implementation, parent involvement, and magnet-specific professional development dosage.

(e) (1) The extent to which the methods of evaluation will... produce evidence of promise.

The rigorous evaluation design proposed below will be carried out by researchers at University of California Los Angeles (UCLA), Center for Research on Evaluation, Standards, and Student Testing (CRESST). Dr. Joan Herman will be the principal investigator (PI), and Dr. Jia Wang will be the co-principal investigator (co-PI) and project director. The UCLA team has many years of experience conducting similar studies, including evaluations of magnet schools (e.g., Los Angeles, New Haven), charter schools (e.g., Green Dot), and I3 validation grants (e.g., Literacy Design Collaborative). Both the PI and co-PI have peer-reviewed publications based on prior magnet work (Wang & Herman, 2017; Wang, Schweig, 2014 & 2017).

UCLA CRESST's rigorous evaluation of the impact of the Napa Valley Unified School District Assistance Program (MSAP) grant on student learning will be comprised of two sets of quasi-experimental studies and will examine fidelity of implementation to the Success for All intervention at Phillips Elementary and magnet implementation more broadly in all three project schools. These quasi-experimental studies are designed to meet the "What Works Clearinghouse Evidence Standards with reservations" by comparing MSAP outcomes with an identified comparison group that is similar to the treatment group at the baseline. If the interventions are well implemented, it is expected the quasi-experimental studies to produce evidence of promise on the relationship between program implementation and objective performance outcomes.

The first set of quasi-experimental studies will examine the impact of the Success for All program on the achievement of students at Phillips Elementary as compared to the

achievement of academically and demographically similar comparison students at the two remaining project schools not implementing Success for All (Salvador and Bel Aire Park).

The second set of quasi-experimental studies will explore how students in each of the three project magnet schools perform relative to academically and demographically similar peers in similar non-magnet elementary schools in Napa Valley Unified School District. The following sections will describe these studies in detail.

Studies will be conducted with the statistical rigor of a high-quality quasi-experimental design, but with keen attention to limitations of available data and sample sizes, and on a scale that is reasonable within the current funding structure. This evaluation strives to bolster the current body of research with instrumentation and analytic methodology aligned directly with the priorities and selection criteria of the Magnet Schools Assistance Program (MSAP), and it is intended to contribute to the evidence-based database on magnet schools the Department of Education is building. While UCLA will administer annual surveys to students and teachers to get their perspectives on their magnet schools and provide context for a student outcome analysis, the evaluation focuses on measuring MSAP impact on student achievement in English Language Arts (ELA), math, and science. Using a statistically rigorous, high-quality quasi-experimental design, UCLA will examine the following broad evaluation questions:

Evaluation Question 1. How did students receiving Success for All instruction at Phillips Elementary perform on assessments in English Language Arts, math, and science in relation to matched students at Salvador Magnet Elementary and Bel Aire Park Magnet Elementary?

Evaluation Question 2. How did students attending each of the three target MSAP schools perform on state tests in relation to matched students at comparison non-magnet schools in the same district?

Evaluation Question 3. How is the fidelity of implementation to the Success for All model at the teacher level related to student achievement outcomes?

Evaluation Question 4. How did the level of magnet implementation vary across the three target MSAP schools? The following sections describe how these evaluation questions will be addressed.

Evaluation Question 1: Quasi-Experimental Studies of Success for All

As noted earlier, Phillips Elementary will implement the Success for All program. Success for All is a whole school reform approach centered on a challenging scripted reading curriculum delivered in 90-minute blocks to students divided into ability groups. The program also includes professional development for teachers and the creation of a schoolwide Solutions Team to strategize around and address academic and behavior issues in the school.

Professional development for Success for All in Field Elementary will begin in the 2017-18 school year (project year 1); with implementation of the reading curriculum beginning in 2018-19 (project year 2). UCLA will work with our evaluation partner American Education Solutions (AES) and the district in collecting information on the professional development opportunities the teachers at the comparison schools receive and their perspectives on their teaching skills. Student outcome measures for grades 1-2 will include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Math Inventory (MI). Student outcome measures for grades 3-5 will include Smarter Balanced English Language Arts (ELA) and mathematics

assessments. The study will also measure the impact of Success for All on 5th graders' performance in the California Science Test (CAST).

Identification and Matching of Comparison Group: The comparison group consists of the two other project schools in the grant: Salvador Elementary and Bel Aire Park Elementary. UCLA will utilize a radius matching approach to select students in the comparisons schools who are similar to treatment students across a broad range of variables (Huber, Lechner, & Wunsch, 2010). The radius matching approach will compute a distance measure comprised of both a propensity score and a Mahalanobis distance score for all eligible comparison students. Any comparison student whose distance measure falls within a defined distance (radius) of a treatment student in the same grade will be matched to that student.

If the propensity scores of multiple comparison students are sufficiently close to a single treatment student, each comparison student will receive a weight inversely proportional to her difference measure. For example, two comparison students who have identical difference measures within the defined radius distance would each receive a weight of 0.5. Treatment students will be removed from the analyses when they cannot be matched to any comparison student within the defined radius. The approach will also apply a trimming technique to ensure that no single control case is weighted too heavily in the analysis (Huber et al., 2010). UCLA intends to use the following variables in the matching process: grade, gender, race/ethnicity, English Language Learner (ELL) status, National School Lunch Program (NSLP) status, special education status, and prior achievement score.

Analysis Approach: UCLA research will compare the outcomes of students at Phillips Elementary where Success for All will be implemented to their peers at Salvador Elementary and Bel Aire Park Elementary, where Success for All will not be implemented. To examine the effect

of Success for All on student achievement outcomes UCLA will use a regression-based approach with bias adjustment, which performed well in a recent simulation study as detailed in Huber, Lechner, & Steinmayr (2012). Specifically, UCLA will first use a Weighted Ordinary Least Square (WOLS) regression equation on the comparison student population to produce the coefficient estimates. A counterfactual estimate will then be obtained by adding a bias adjustment from the regression results to the average observed score of the comparison population in an outcome year. This counterfactual represents an estimate of how these students may have fared if they had not received Success for All instruction and had instead attended a comparison school. The average treatment effect on the treated (ATT) (Ho, Imai, King, & Stuart, 2007) is determined by subtracting the counterfactual estimate from the actual average observed score of the students receiving the Success for All instruction. This approach is known as a double-robust regression as the estimator is said to be consistent if either one of the two models (propensity score or regression) is correctly specified (Huber et al., 2010). In other words, controlling for prior indicators relevant to treatment status and achievement in both the matching model and the analysis model increases the robustness of the estimates.

Evaluation Question 2: Quasi-Experimental Studies of Magnet School Attendance

To answer Evaluation Question 2, UCLA will conduct individual school analyses for each of the 3 magnet schools in this grant application. UCLA will employ the same radius matching approach described above, this time to identify the comparison students at similar non-magnet schools Napa Valley, and the same Weighed Ordinary Least Square (WOLS) regression equation to analyze the student data. However, there are three distinct differences. One is that instead of identifying comparison students from the two project schools not implementing Success for All, the comparison students will be identified from similar non-magnet schools in

Napa via a two-step process. Specifically, UCLA will first select comparison schools within the district based on how closely they match the characteristics of MSAP supported schools in the year prior to magnet implementation using hierarchical cluster analysis. The comparison school selection will take into consideration the grade span of the school, school size based on enrollment, school racial composition (i.e., percentage of Black and Hispanic students), the percentage of ELL students and the percentage of National School Lunch Program (NSLP) participants.

To identify comparison students, the research team will first restrict the pool of MSAP and comparison students to those that had achievement outcomes for each outcome year and may also limit the students to those at the same MSAP or comparison schools for a defined period of time. A covariate balancing propensity score will then be computed for the eligible comparison students. Students from each comparison sample will be matched to MSAP students with similar propensity scores using radius matching.

The second difference is that instead of investigating the effect of Success for All on student outcomes, UCLA will investigate the effect of magnet school attendance on student outcomes. Our research will examine the effect of MSAP implementation by comparing outcomes of students in MSAP schools to the counterfactual condition of how they would have fared if they had not been a part of the MSAP program. As described earlier, this effect is known in the literature as the average treatment effect on the treated (ATT).

The third difference is that UCLA will conduct individual school analyses (one for each of the three schools). These analyses UCLA examine the impact of attending a magnet school on student performance on Student outcome measures for grades 1-2 will include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Math Inventory (MI). Student

outcome measures for grades 3-5 will include Smarter Balanced English Language Arts (ELA) and mathematics assessments. The study will also measure the impact of Success for All on 5th graders' performance in the California Science Test (CAST).

Evaluation Question 3: Relationship between Fidelity to Success for All and Student

Outcomes: In the fidelity of implementation analysis, UCLA will also explore how differences among teachers in how they implement Success for All are associated with differences in student learning outcomes. This within treatment study will take advantage of two main data sources: attendance records capturing teachers' exposure to professional development on Success for All (dosage) and surveys and/or logs capturing teachers' attitudes regarding Success for All instructional strategies and use of these strategies.

The UCLA team will construct a number of measures based on these data sources, including variables capturing the dosage of Success for All training that each teacher received and the extent to which teachers use Success for All strategies in their classrooms. Exploratory HLM analyses will then be conducted with teachers at Level 2 and students at Level 1. Given the small sample size we anticipate only being able to include one to two teacher level variables in each model. Statistical power at Level 2 is likely to be a constraint on identifying relationships between fidelity of implementation and student outcomes, so we stress that these analyses will be exploratory in nature.

Evaluation Question 4: Variation in Magnet Implementation across Target MSAP Schools

As described earlier, the UCLA evaluation will collect and analyze data on magnet implementation via surveys, site visits, and analysis of artifacts. These instruments will be used to construct variables such as magnet theme implementation, professional development usage, etc. and thresholds for adequate fidelity of implementation will be set for each measure.

CRESST will work closely with AES and the district in developing the rubrics used to rate the classroom artifacts teachers submit for peer review. The classroom artifacts will include end-of-unit assessments developed by teachers and the accompanying student work. Assignment/assessment tasks can serve as windows into such variables as teacher clarity of instruction, cognitive rigor of instruction, and, in this case, degree and quality of magnet theme implementation. The CRESST team will also independently score a random set of these artifacts to ensure that school site peer review teams are reliably scoring the artifacts in alignment to the expectations set forth in the rubrics.

Based on collaboration with AES and the school district, the CRESST research team will create a fidelity index incorporating the various variables which we will use to measure quality of implementation at the school level. UCLA will determine different levels of fidelity for each construct, including a threshold for adequate implementation. The fidelity index will indicate whether a particular school performed adequately across the different constructs, such magnet theme implementation, quality of professional development, etc.

UCLA CRESST has been developing a database of individual school MSAP effects based on our prior evaluations, and has published multi-site analysis work based on this database. Individual school effect estimates and fidelity measures from the current study could potentially be used in future analyses that would take advantage of this growing database of magnet studies.

Evidence of Promise: (1) The Success for All study will establish a link between how implementation of Success for All on the campus of Phillips will improve curriculum and instruction by Phillips teachers and increase student academic supports in reading for Phillips students, and therefore; increase academic achievement in student outcomes for English language arts, specifically reading. (2) The magnet school study will be conducted for Salvador,

Bel Aire, and Phillips and the study will establish a link between the intensive professional development required to expand, revise, and develop magnet schools to produce high-quality theme-based instruction, integrated into core curriculum to result in student academic outcomes for ELA, math and science.

Rigorous Evaluation Timeline: ► Study design revision (Year 1); ► UCLA and district IRB application & renewal (Years 1-5); ► Request and analyze school level data to identify comparison schools for surveys (Year 1); ► Survey development (Year 1); ► Survey administration, analysis and reporting (Years 1-4); ► Development of artifact scoring rubrics (Years 1-2); ► Scoring and analysis of artifact data (Years 3-4); ► Analysis of implementation variables (Years 3-4); ► Student level data request (Years 1-4); ► Student outcome data analysis & reporting for Success for All study (Years 3-5); and ► Student outcome data analysis & reporting for magnet attendance study (Years 4-5).

Rigorous Evaluation Reporting: Students are tested in late spring, and the testing data usually become available in September at the end of the grant year. To study the impact of Success for All on student outcomes, UCLA will analyze student outcome scores in years 2-4 at the beginning of Years 3-5. The analysis of the impact of student attendance in the magnet schools in years 3-4 will be done at the beginning of Years 4 and 5. A draft report will be submitted to the district within 8 weeks of the receipt of the complete data set.

The report will contain an executive summary, introduction, description of the school district and the participating magnet schools, analysis procedure that describes data, data collection, and analysis approaches, and the analysis results for both quasi-experimental studies. For the Success for All study, results will be reported for the comparison between Phillips Elementary and the other two project schools; and for the magnet school study, student results

will be presented for each school. When the sample size allows, the results will be disaggregated by race/ethnicity, grade, free and reduced price lunch status, English Language Learner status, and disability status.

(e) (2) include...objective performance measures that are clearly related to the intended outcomes...and will produce quantitative and qualitative data to the extent possible;

Project performance measures follow the description of the formative evaluation.

Formative Evaluation: The evaluation contractor will aid in the continual improvement of the project through formative evaluation, an examination of implementation that returns information to project, school and district staff to help them improve program performance. Formative evaluation includes the study of program fidelity (the degree to which a program is implemented as designed) and reach (the proportion of the target group that participates). Components of fidelity include: ► adherence – the degree to which the program adheres to its goals, plans, activities, timeline; ► dosage – the amount of program delivered; ► quality – the quality of program activities and services; ► responsiveness of participants to program activities; ► program differentiation – unique features when compared to non-magnets.

Formative Evaluation Reporting: Data will be collected, as available, and analyzed, and findings will be discussed with the project director, the school evaluation team and school staff throughout the year. Five formative evaluation reports will be written by evaluators each year:

Reduction of Minority Group Isolation (MGI) Report: Enrollment data will be compared with applicant pool and student placement data (all disaggregated by race/ethnicity), benchmarks and data from previous school years to determine why performance measures were or were not attained and if previous recommendations were implemented. The October site visits will focus

on desegregation activities including recruitment, student selection and placement procedures and on the final results of the process. During this visit, the MGI report and all related data will be discussed with the project director, each school's recruitment and evaluation teams, and MSAP project staff. If minority group isolation performance measures were not attained, the data supporting the findings will be discussed and will inform modifications to recruitment or selection procedures and the collection of additional information (e.g., parent focus group results) if needed. Recommendations for improvement will be jointly formulated by the evaluator, the project director and the school evaluation teams.

Site Visit Reports provide feedback based on data related to project implementation. After each site visit (2 for year 1; 3 for years 2-4; 1 for year 5), a report will be written by the site visitor and submitted within ten days. It will summarize the findings of the visit, help school staff understand if they are on track to attaining performance measures and benchmarks, discuss reasons they may not be attained and highlight project successes. Recommendations for improvement, jointly arrived at by the staff (school evaluation team), the project director and the evaluator, will be included. **Documentation Reviews**, included in site visit reports, will summarize descriptive and quantitative data related to magnet curricula and instruction, systemic reforms, parent activities and professional development, and report on: adherence (e.g., activities implemented on time), dosage (e.g., the amount of time students, teachers and parents are exposed to grant activities), quality (e.g., peer reviews of units). Note: Because of the time involved in project start-up (e.g., hiring staff) there will be 2 visits for year 1. Because of the schools' increased capacity to implement program activities, there will be 1 visit during year 5.

Survey Reports will include item by item results for each school and summaries of survey construct results for each school. Relationships between variables (e.g., magnet implementation

and student engagement, professional development dosage and impact) are explored as is change over time. Other formative evaluation strategies include: **Short Term Outcomes.** **Benchmarks** are short term outcomes that indicate whether adequate progress is being made towards the attainment of annual performance measures. Most are derived from site visit and documentation review reports, survey items or the MGI report. Examples of critical benchmarks are included in the performance measure section which follows. The project director, evaluator and the school evaluation teams can decide on additional benchmarks that could help guide one or more schools. The degree to which benchmarks are attained will be reported in the site visit, documentation review, survey and MGI reports or during Skype or Google Hangout sessions when needed (e.g., at critical points during the recruitment period).

Continuous Cycle of Improvement. This evaluation uses a four-part iterative cycle that will lead to better understanding of the components of this project's logic model and theory of action as well as improved outcomes for students: **1) Planning or Modifying Activities.** The logic model and the activities described in this proposal will form the basis of the implementation plans that will be developed at the beginning of each project year. **2) Implementation.** Activities described in the MSAP proposal will be implemented by school and project staffs with fidelity. **3) Formative Evaluation Feedback** includes the five reports listed above, three site visits (most years, please see schedule at the end of this evaluation), two annual summative reports, and ongoing telephone, Skype and e-mail discussions with the evaluators about the reports and data. **4) Reflection/Discussion.** This part of the cycle insures that formative and summative data are discussed and used for project improvement. A school evaluation team, composed of the Napa Valley Unified School District Project Director, teacher representatives (Bel Aire, Phillips, and Salvador) and the principals, review all formative and summative reports and data, discuss report

findings and recommendations with teachers during faculty and grade conferences, get teachers' feedback and monitor the implementation of recommendations. The team will meet at least five times per year within a few days of the receipt of each report. PLC's for magnet resource teachers. Magnet resource teachers and the project director will meet once per month to discuss project implementation, examine benchmark and short term outcome data and discuss barriers to implementation and how to solve them. Successes (best practices) will be identified, shared and duplicated in other schools. The results of **Reflection and Discussion** will be used for **Planning or Modifying Activities** as the cycle repeats throughout each project year.

Summative Evaluation and Reporting: The evaluator will determine the extent to which performance measures (medium term outcomes on the logic model) are attained. The evaluator will collect and analyze the data, prepare two semi-annual summative performance reports (mid-May and end of September), summarizing findings, and discuss the results with district and magnet school staffs. The data and findings in the semi-annual summative reports can be used in the Annual Performance and Ad Hoc Reports submitted to the U.S. Department of Education. The following section describes the annual performance measures, their relationship to each MSAP program purpose and to the NVUSD project's logic model and how the evaluators will assess their attainment (e.g., indicators, measures of change, data collection methods, data sources and frequency of data collection). Some of the most important benchmarks associated with each performance measure are also described. Long term outcomes on the logic model are the year 5 performance measures and represent the outcomes for the entire project period. They will be reported on in the final report. ***Program Purpose 1: The reduction of minority group isolation in Bel Aire, Phillips, McPherson, Shearer, and Snow schools with substantial portions of Hispanic/Latino minority student populations.***

Logic Model Activity: Desegregation – Student recruitment, application and selection activities:

Benchmarks: for applicant pool - proportion of isolated students (race/ethnicity and

socioeconomic status [SES]) is 10 percentage points less than actual enrollments for each

school. Two of the proposed magnet schools, Bel Aire and Phillips, will reduce minority group

isolation and increase socioeconomic integration by decreasing the percentage of

Hispanic/Latino students and increasing the percentage of non-Hispanic White and non-

socioeconomically disadvantaged students. The proposed magnet school, Salvador, will reduce

minority group isolation and increase socioeconomic integration by decreasing the percentage of

Hispanic/Latino students and socioeconomically disadvantaged students at the campuses of two

feeder schools, McPherson and Shearer Elementary Schools. The percentage of Hispanic/Latino

students (Bel Aire **74%**, Phillips **92%**, McPherson **93%**, and Shearer **91%**) is greater than the

District elementary school average of Hispanic/Latino students (**58%**). The percentage of

socioeconomically disadvantaged students (Bel Aire **73%**, Phillips **87%**, McPherson **86%**, and

Shearer **88%**) is greater than the District elementary school average of socioeconomically

disadvantaged students (**54%**). Minority group isolation is defined as any minority group of

students attending a District elementary school in substantial numbers that represent **58%** or

more of the District total elementary enrollment. Socioeconomic isolation is defined as any

students, qualifying for or participating in, the Free or Reduced Price Meals Program (FRPM) in

substantial numbers that represent **54%** or more of the District total elementary school

enrollment.

Objective 1. Minority group and socioeconomic isolation will be reduced at the proposed

magnet schools, Bel Aire and Phillips, and at one (or more) of Salvador's two feeder schools,

McPherson and Shearer. (This objective addresses MSAP Performance Measure a.)

Performance Measure 1.1-1.5: By October 1 of each project year, for Bel Aire and Phillips, and for one (or more) of Salvador’s feeder schools McPherson and Shearer, approved enrollment targets (see **Table 3: Enrollment Data-Magnet Schools**) will be attained by reducing the isolation of Hispanic/Latino students at Bel Aire and Phillips, and at one (or more) of Salvador’s feeder schools McPherson and Shearer, (using 2016-17 as the baseline) by at least **2** percentage points per year (10 percentage points or more over 5 years). The schools are: **1.1 ► Bel Aire (K-5)** 74.4% **Hispanic/Latino**, 22.5% white, other groups < 3%. **Low Income:** 73.1%); **1.2 Phillips (K-5)** (92.0% **Hispanic/Latino**, 6.3% white, other groups < 2%. **Low Income:** 86.8%); **1.3 ► McPherson (K-5)** (93.2% **Hispanic/Latino**, 4.3% white, other groups < 2%. **Low Income:** 85.6%); ► **1.4 Shearer (K-5)** (91.4% **Hispanic/Latino**, 7.4% white, other groups < 1%. **Low Income:** 87.9%).

1.5 By October 1 of each project year, the proportion of socioeconomically disadvantaged students will be reduced by at least **3** percentage points at Bel Aire and Phillips schools, and at one (or more) of Salvador’s two feeder schools, McPherson and Shearer, therefore reducing socioeconomic isolation.

Assessment: School enrollment data, disaggregated by race/ethnicity and socioeconomic status, as defined in Competitive Preference Priority (CPP4), collected by the district, will help determine the degree of attainment of 1.1-1.5. Each year (October 1), the percentage of students in the isolated racial/ethnic group and low income students enrolled in each school will decrease. Baselines are 2016-17 school enrollments. School census data is collected by principals and magnet lead teachers at each school and aggregated and confirmed by the district.

Purpose 2: *To develop, implement and expand magnet school programs that will assist LEAs achieve systemic reforms, and provide all students the opportunity to meet challenging State*

*academic standards. **Logic Model Activity:** Improve Curriculum, Instruction & Student Academic Supports; **Benchmark:** 90% of each school's teachers agree that a great deal of emphasis was placed on (a) alignment of curriculum content and assessments with CCSS, NGSS and state standards; (b) data based decision making; (c) RtI; d) Inquiry; (e) Unit quality reviews. (Survey results.)*

Objective 2: All students will receive high quality instruction that includes their school's systemic reforms and magnet themes in units and courses aligned with CCSS, NGSS and State standards. **Performance Measure 2.1** By the end of each project year (September 30), at each magnet school, at least 15% (year 1), 40% (year 2), 65% (year 3) and 90% (year 4) and 100% (year 5) of all core academic subject units will meet district and project quality criteria determined by peer reviews using a unit quality rubric. **Assessment:** Unit quality rubrics will be designed, and passing scores established, by each school under the guidance of the Instructional Division, the project director and the evaluator. Reviews will occur 2-4 times per year as determined by School Planning Teams. Teachers will review each other's units facilitated by magnet resource teachers who will monitor the process and maintain a database of review results. Teachers will be trained in rubric use to insure inter-reader reliability. Evaluators will review a sample of units to check for inter-reader reliability. Baseline is zero for 2016-17. The percent of units meeting quality criteria increases each year.

Purpose 3: *The development, design and expansion of innovative educational methods and practices.... **Logic Model Activity:** Magnet Theme Integration; **Benchmark:** (a) Unit dosage attains the target number of hours. (Checked 3 times/year.) (b) See Benchmark for Project Purpose 2. (c) Student surveys indicate that engagement and motivation increase each year (year 1 is baseline). (d) 90% of students are interested in magnet theme and find it challenging.*

Objective 3. All students, at each magnet school, will receive magnet theme instruction.

Performance Measures: 3.1 By the end of each project year, all students, at all magnet schools, will receive magnet theme instruction coordinated with or including systemic reforms for at least 3 (year 1), 6 (year 2), 8 (year 3), 10 (year 4), and 12 (year 5) hours per week.

Assessment: Success will be determined, by the evaluators, through unit analysis and confirmed with surveys, interviews and walkthroughs. Unit summaries for each teacher (including teacher dosage logs) are submitted to evaluators by each school 3 times per year. Entire units are made available by schools (magnet resource teachers) to evaluators (on-line access) on a continuous basis. The dosage is the average number of hours per week each teacher presents magnet theme related instruction (integrated units and separate magnet theme classes) to students. The baseline is zero for 2016-17. The number of hours will increase each year to meet the target.

Program Purpose 4: Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of professional skills of students... Logic Model Activities: All. Logic Model Output: Quality Magnet Curriculum and Instruction. Benchmarks: See Benchmark for Project Purposes 2,3,5, and 6. Beginning with the 2014-2015 school year, in order to assess students' academic achievement in English language arts and mathematics, the State of California now administers the Smarter Balanced Assessment Consortium (SBAC) Assessments to students in grades 3-5 at elementary schools. In order to assess students' academic achievement in science, the State of California administers the California Standards Test (CST) to students in grade 5 in elementary schools. For English language arts and mathematics, the State of California determines the percentage of students who score at each of four performance levels: 1--Standard Not Met; 2--Standard Nearly Met; 3--Standard Met; 4--Standard Exceeded. For science, the State of California determines the

percentage of students who score at each of five performance levels: 1--Far Below Basic; 2--Below Basic; 3--Basic; 4--Proficient; 5--Advanced. Percentages are determined for "All Students" and for students in the major racial/ethnic subgroups, as well as Economically Disadvantaged students, Students with disabilities, and English Language Learners. In addition, for English language arts and mathematics, the State of California determines the *difference* between each student's scale score and the minimum scale score needed to meet Level 3 (Standard Met) on the SBAC tests. From this data, a school's *average "Distance From Level 3"* score (DF3) is determined. This DF3 score is used as the Academic Indicator in the State of California's "New Integrated Accountability and Continuous Improvement System," which was designed in response to the new requirements per the Every Student Succeeds Act (ESSA).

Objective 4 (a) Student academic achievement will increase each year in ELA/literacy, math and science for all students. (b) The percentage of students from major ethnic and racial subgroups attaining level 3 or 4 on the state assessments will increase.

Performance Measures: Performance Measures 4.1 and 4.2 address GPRA (U.S. Department of Education) Performance Measures (b and c): *The percentage of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in reading/language arts, mathematics, and science.*

4.1-4.2: By the end of each project year, for each magnet school, the percentage of students scoring at level 3 (Met Standard) or 4 (Exceeded Standard) on the Smarter Balanced Assessment will increase, when compared with the previous year for the total population and for each of the student subgroups: **4.1:** in English language arts and **4.2:** in mathematics.

4.3: By the end of each project year, for all magnet schools, the percentage of students who score at or above the Proficient level on the California Standards Test (CST) in science will increase

for the total population and for each of the student subgroups, when compared with the previous year.

4.4: By the end of each project year, each magnet school will increase its Distance From Level 3 score (DF3) in ELA, when compared to the previous year.

4.5: By the end of each project year, each magnet school will increase its Distance From Level 3 score (DF3) in mathematics, when compared to the previous year.

4.6: By the end of the grant period, 75% of students in each magnet school will develop mastery of the magnet curriculum, as determined by project based assessments scored by rubrics.

4.7: By the end of the fourth year of the grant (September 30, 2021), for each project school, students in two or more of the tested groups/subgroups (e.g., total tested population, each racial/ethnic group, low income students, English Learners) will have higher test scores than carefully matched students attending non-magnet schools in at least one subject area tested by the State (ELA/literacy, mathematics, science). These results will be statistically significant.

Assessment: All students are tested in April of each school year. Data is analyzed by the State Education Department and made available to school districts. This data (4.1-4.7) will be presented in the Annual Summative Performance Reports in tabular form, highlighting the performance targets and how each magnet school – both in aggregate and by subgroups – performed in relation to these targets. Baselines are 2016 scores and indexes.

Project based assessments (4.7) will be developed in year 1 for each grade by the magnet resource and classroom teachers with the support of the curriculum and instruction department.

Rubrics will be used in years 2 through 5 by teachers at least twice per year (frequency to be determined by each school's planning and management team) and be approved by the magnet project director. The baseline is zero for 2016-17 and will increase each year. PM 4.7 will be

determined through the quasi-experimental analysis of SBAC (ELA and math) and CST (science) scores in project years 3 and 4. (Please see the quasi-experimental design section of this evaluation.)

Purpose 5: Improvement of the capacity of LEAs, including through professional development,

to continue operating magnet schools at a high performance level after Federal funding...is

terminated. Logic Model Activities: Professional Development (PD); Benchmarks: (a) PD is

implemented as designed. (Checked during site visits.) (b)At least 85% of teachers will agree

with survey items related to PD: (i) helped me integrate the magnet theme into lessons; (ii)

deepened my content knowledge; (iii) helped me better maintain student engagement; (iv) I use

what I learned from PD in my classroom; **Objective 5.** Provide professional development related

to improvement of curriculum, instruction, and magnet theme development and implementation.

Performance Measures 5: By the end of each project year, at each magnet school, teachers will

receive at least 50 hours of professional development (e.g., workshops, courses, coaching) in

each of the following areas: **5.1** directly related to the improvement of curriculum and instruction

including the development and implementation of the systemic reforms listed in the school

improvement plan; **5.2** directly related to the development and integration of the magnet theme.

Other performance measures related to capacity building include: (2.1, 3.1) development and

implementation of systemic reforms and magnet theme units and courses.

Assessment: Magnet lead teachers (MLTs) will collect professional development (PD) data

including the type of training, the number of hours provided and which teachers are involved and

summarize it. This information will be entered into a database at each school under the

supervision of the MLTs. Attendance sheets and data, agendas, workshop materials and magnet

resource teacher logs and schedules will be available at each school and checked by the evaluator

and project director. The 2016-17 baseline is zero. As explained by the logic model, the effects of professional development on student achievement are mediated by classroom teaching activities related to the PD. Therefore, the evaluation of PD effectiveness will include measures of classroom teaching practices and student achievement. These include teacher surveys, teacher logs (self-reports) of teaching strategies developed by the evaluators and district staff, units created by teachers, and student testing data. Individual student test scores will be linked to their teachers' implementation data. This data will be analyzed by the evaluators and used for the quasi-experimental study. Please see the quasi-experimental study design.

Purpose 6: Ensuring that all students ... have equitable access to high quality education that will enable the students to succeed academically **Logic Model Activities:** *Parent Involvement and all other logic model activities;* **Benchmarks:** *The degree to which: (a) parent activities described in the proposal are being implemented; (b) all classes reflect the racial/ethnic composition of the school. (Items a and b be determined during each site visit.)* **Objective 6a:**

All students will have equitable access to high quality education. **Performance Measure 6.1** By the end each project year, for each magnet school, at least 70% (yr. 1), 75% (yr. 2), 80% (yr. 3), 85% (yrs. 4 and 5) of classes, and STEM classes will reflect their grade's enrollment for each racial/ethnic group (and gender for STEM classes) by ± 15 percentage points. **Assessment:** Success will be determined by analysis of class enrollments disaggregated by race/ethnicity and gender. Please see the assessment for measures 1.1-1.5. Baselines are 2016-17 enrollments. The percentage of classes meeting the criteria increases each year.

Parent involvement promotes equitable access to high quality education for all students.

Objective 6b: There will be an increase in parent participation at each magnet school.

Performance Measure 6.2 By the end project years 2 through 5, for each school, there will be a 5% increase (compared with the previous year) in the numbers of parents who participate in school activities. **Assessment:** Workshop materials, attendance records and parent interviews will determine parent participation and satisfaction. They will be collected by the magnet resource teachers as sessions occur and summarized and submitted to evaluators and the project director 3 times per year. The baseline year will be 2016-17. There will be an increase in the number of parents involved in school activities for years 2 through 5.

Annual Evaluation Schedule: ► Initial meeting with project and district staff (Week 1); ► Refine data collection instruments and plan; refine analysis plan; (Weeks 1-3); ► Collect data (Throughout year): Enrollment data (Week 1); Documents collected (e.g. units integrated with magnet theme - Weeks 17, 29, 2 in next school year); Site visits including interviews, observations, implementation data collection for quasiexperimental study, etc. (Weeks 18, 30, 3 in next school year); Site Visit-Document Review Reports (Weeks 19, 33, 3 in next school year); applicant pool data (Week 31); Dosage data (ongoing); Surveys administered (Week 33-35); State test data (Week 49); Survey results reported (Week 40); ► Formative evaluation including discussion of recommendations (Weeks 1-52); MGI Report (Week 3); ► Analyze and process summative data (Weeks 30-32 and 50-52); ► Prepare Summative Evaluation Reports (Weeks 29-30 and 50-52); ► Summative Evaluation Reports (Weeks 31 and 52); Quasiexperimental Evaluation Report (Week 3). Week 1 is the week the project begins each year. For the 2016-19 MSAP cycle, October 1 was week 1. The site visits and related activity dates denote two visits for year 1 and the third visit at the beginning of year 2, three visits in years 2 through 4, and one for year 5.

(e) (3) the extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

This evaluation will be cost effective and, at the same time, provide appropriate levels of service. It contains the most important activities that will provide the support and feedback that schools need to modify and improve project activities and produce evidence of promise, while keeping an eye on level of service in relation to cost. The frequency of the major evaluation activities is summarized in the table below.

Activity	Year 1	Year 2	Year 3	Year 4	Year 5
Quasi-experimental Analysis 1	No	Yes	Yes	Yes	No
Quasi-experimental Analysis 2	No	No	Yes	Yes	No
Site visits and Site visit reports	2	3	3	3	1
Surveys	Yes	Yes	Yes	Yes	No
MGI/SES Reports	No	Yes	Yes	Yes	Yes
Summative Reports	2	2	2	2	2

Project year 1 will most likely start on October 1, 2017. Project staff need to be selected/assigned following district guidelines and procedures, and project activities are just beginning. Therefore, it makes more sense to have two, rather than three, site visits during project year 1 to allow time for startup. Also, MGI/SES reports will start in year 2 after the first recruitment/application/selection cycle during the first year. For years 2 through 4, there will be three site visits. By year 5, project activities will be completed or nearly completed, Therefore, there will probably be a need for only one visit. Site visit reports and documentation reviews will be written after each site visit. Two summative evaluation reports will be written each year (May

and October). Surveys will be given for years 1-4. The quasi-experimental design (QED) analysis 1 (Success for All) will be performed for project years 2, 3 and 4. QED analysis 2 (magnet schools) will be performed for project years 3 and 4. An analysis for year 1 for QED 1 and for years 1 and 2 for QED 2, may not show significant results because students and teachers may not be exposed to the treatments for long enough periods of time. Also, there may not be enough time during year 5 for an analysis of test scores before the end of the project period. Part 1 of the QED analysis is significant, because it looks at the impact of the Success for All Model for reading and whole school reform. An important question is whether the on-site coaching and professional development provided by Success for All will result in teacher ability to deliver the Success for All model with fidelity, and whether that translates into improved reading scores and, secondarily, improved math, ELA, and science scores for students of those teachers. While the literature contains studies of Success for All implementation, literature is limited for studies with the Success for All Model consistently implemented with fidelity.

Quasi-experimental analysis 2 is significant because it compares the test scores of magnet school students in this project's schools with those of similar students in non-magnet comparison schools. There are few high quality studies of magnet schools that show significant and positive results. Ballou (2009) examined 14 studies and found four that met high design quality criteria. Of those four, two, Crain, Heebner and Sim (1992 and 1999); Ballou, (2007) had statistically significant positive results. The What Works Clearinghouse has only one study (Bifulco et al., 2009) that meets its design standards and has positive, statistically significant results. A recent multi-site study (Wang, et. al. 2014 and 2017) of 24 MSAP magnet schools in five districts found no effect on test scores, on average across all schools, but wide outcome variability. Using local implementation data to differentiate among schools, Dr. Wang found that the variability in

student achievement was due to the degree of fidelity of implementation, which included magnet theme implementation (e.g., curriculum and professional development dosage, quality and reach) and support of classroom teachers (e.g., time with coaches). The two study-level covariates, explained about 60% of the variance between school sites for the magnet effect on math and about 40% of the variance on reading. The effect of both factors was statistically significant. Wang, et. al., indicates the importance of fidelity of implementation of key grant components and of coaching, part of the professional development activities of this grant.

If the magnet schools in this project are well implemented, as determined by the evaluation described in this section, we believe that test scores of students attending project schools will be higher than those of similar students attending non-magnet schools, and that the differences will be statistically significant, an important result. This result would support the findings of Wang, et. al. that the degree of fidelity of implementation of a magnet program is related to student achievement and that attending a magnet school contributed to improved student achievement, supporting the findings of Bifulco (2009).

The total 5 year cost of this evaluation is \$529,000 or 5% of the total 5 year budget of \$10,121,928. This is much less than evaluation budgets for grants such as I3, which can cost as much as 10% to 15% of a budget's total. The 5% is also reasonable considering the research focus of part of the evaluation as well, as the formative and summative evaluation components. It is difficult to separate this exactly into the categories of rigorous evaluation, summative evaluation and formative evaluation as described in the evaluation section because of the close working relationship between UCLA CRESST and American Education Solutions. That said, however, the cost of the "rigorous evaluation," including the QED design, analysis, reporting, collection of test score data, survey design and analysis and reporting, is \$300,000 for the five

years of the grant. The cost of the formative and summative parts of the evaluation (\$229,000 for the five years of the grant) includes the site visits and site visit reports and documentation reviews, the MGI Report, the summative reports, the collection of all data except for test scores including all data related to desegregation (e.g., enrollments, applicant pool, placements) and teacher level implementation data related to the QEDs. There is some overlap in data collection. For example, teacher level implementation data collection and monitoring including logs, interviews and unit quality rubrics will occur in schools, and their collection cost is included in the formative/summative component.

The average cost of the evaluation per year is therefore, \$105,000 for all evaluation activities. That is \$60,000 per year, on average, for the “rigorous component” and \$45,800 per year, on average for the formative and summative evaluations as described in this section. We believe these costs are reasonable because: (1) two sets of quasi-experimental studies are being performed to answer questions that the district feels are important; (2) the formative evaluations include site visits to all three schools, and, most years, five formative evaluation reports; (3) during site visits to all three magnet schools, evaluators will collect teacher level data related to the implementation of the Success for all Program, units related to the magnet theme, and other implementation data needed for either the quasi-experimental study or the formative and summative evaluation; (4) the evaluation will look at the quality of the magnet curriculum including rigor. Using validated survey scales and items, the evaluation will look at school climate, instructional leadership, student engagement and motivation, magnet theme implementation, etc. (please see survey descriptions); (5) the evaluators are very experienced. The CRESST at UCLA has done hundreds of high quality education studies. The researchers, Drs. Wang and Herman, have done well received, high quality research for many years (please

see the description of CRESST and the researchers in the appendix). American Education Solutions (AES) has been doing magnet evaluation work for over 20 years. AES has performed 61 MSAP evaluations since 1995 working in partnership not only with CRESST but also with the Education Alliance at Brown University; (6) the formative and summative evaluations include only those activities that are necessary as described above. Because of these factors, the cost of this evaluation is reasonable.