

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Office of Innovation and Improvement: Magnet Schools Assistance Program CFDA 84.165A

CFDA # 84.165A

PR/Award # U165A130084

Grants.gov Tracking#: GRANT11340133

OMB No. , Expiration Date:

Closing Date: Mar 01, 2013

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="03/01/2013"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Napa Valley Unified School District"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="521550087"/>	* c. Organizational DUNS: <input type="text" value="0765308070000"/>	
d. Address:		
* Street1: <input type="text" value="2425 Jefferson Street"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Napa"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="CA: California"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="94558-4931"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Ms ."/>	* First Name: <input type="text" value="Elena"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Toscano"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Asst Superintendent of Curriculum & Instructi"/>	
Organizational Affiliation: <input type="text" value="Napa Valley Unified School District"/>		
* Telephone Number: <input type="text" value="707-253-3561"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="etoscano@nvusd.k12.ca.us"/>		

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

*** 12. Funding Opportunity Number:**

ED-GRANTS-123112-001

* Title:

Office of Innovation and Improvement (OII): Magnet Schools Assistance Program CFDA-84.165A

13. Competition Identification Number:

84-165A2013-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

This proposed MSAP project will enable NVUSD to implement its vision of providing an enriching educational experience for all students by creating economically, racially and ethnically diverse schools

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="7,402,450.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="7,402,450.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Elizabeth Mathern</p>	<p>* TITLE</p> <p>Asst Superintendent of Curriculum & Instructi</p>
<p>* APPLICANT ORGANIZATION</p> <p>Napa Valley Unified School District</p>	<p>* DATE SUBMITTED</p> <p>03/01/2013</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Napa Valley Unified School District

* Street 1: 2425 Jefferson Street * Street 2: _____

* City: Napa * State: CA: California * Zip: 94558

Congressional District, if known: 1

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Magnet Schools Assistance
	CFDA Number, if applicable: 84.165

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name: None Middle Name: _____

* Last Name: none Suffix: _____

* Street 1: _____ * Street 2: _____

* City: _____ * State: _____ * Zip: _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name: none Middle Name: _____

* Last Name: none Suffix: _____

* Street 1: _____ * Street 2: _____

* City: _____ * State: _____ * Zip: _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Elizabeth Mathern

* Name: Prefix _____ * First Name: Elena Middle Name: _____
* Last Name: Toscano Suffix: _____

Title: Asst. Superintendent of Curriculum & Instruction Telephone No.: _____ Date: 03/01/2013

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

NVUSD.GEPA_Statement_2013.pdf

Add Attachment

Delete Attachment

View Attachment

Napa Valley Unified School District

GENERAL EDUCATION PROVISIONS ACT (GEPA) STATEMENT

The Napa Valley Unified School District shall afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state of California Education Code Section 200

The District is proposing a Magnet School Assistance Program (MSAP) for Napa Junction STEM Elementary School, Harvest International Baccalaureate/Dual Immersion Middle School and Pueblo Environment Science/Dual Immersion Magnet School that meets the Section 427 GEPA requirements and complies with California Education Code Section 200. Additional steps the District will take include the following:

- 1) All instructional materials and training materials used for the project will be reviewed to ensure they are appropriate for inclusive instruction that is sensitive to gender, race, national origin, color, disability and age issues.
- 2) All communications sent to parents of MSAP students will be sent in Spanish and English. Translators will be available at project-related meetings for Spanish speaking parents to allow for input into the project's goals and outcomes and to ensure full benefits from project services. All parent recruitment efforts made through the project will be provided in both Spanish and English languages.
- 3) All materials developed as part of the MSAP project will be adapted for use with English Language Learners and students with disabilities.
- 4) All MSAP professional development and curriculum alignment activities will be designed to include all teaching staff, regardless of gender, race, national origin, color, disability, or age.
- 5) Students will not be placed into classes based on ability, performance or any other measure of merit to ensure equal access to all educational programs.
- 6) The District will ensure equal opportunities for all students at both magnet school sites and feeder schools in admission and access to the magnet schools and feeder schools in admission and access to the educational program, guidance and counseling services, athletic programs, testing procedures and all other project activities. School staff and volunteers will carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.
- 7) Napa Junction STEM Elementary will partner with the Napa Valley College Hispanic Institution STEM Program and the Filipino American Association of American Canyon to promote awareness of and interest in STEM careers among Hispanic/Latino and Filipino students.
- 8) These and other project features and activities can be found throughout the application.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Napa Valley Unified School District"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Ms."/>	* First Name: <input style="width: 150px;" type="text" value="Elena"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 250px;" type="text" value="Toscano"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Asst Superintendent of Curriculum & Instructi"/>	
* SIGNATURE: <input style="width: 250px;" type="text" value="Elizabeth Mathern"/>	* DATE: <input style="width: 100px;" type="text" value="03/01/2013"/>

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:
 Street2:
 * City:
 County:
 * State:
 * Zip Code:
 * Country:

* Phone Number (give area code) Fax Number (give area code)

Email Address:

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment

Delete Attachment

View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Magnet Schools Assistance Program Abstract

The vision of the Napa Valley Unified School District is to *“Transform Lives by Instilling 21st Century Skills and Inspiring Lifelong Learning in Every Student.”* This Magnet School Project is designed to further this vision and the major goals of the federal Magnet Schools Assistance Program (MSAP). The goals for this Project are: **1) To promote diversity by reducing Hispanic/Latino minority group isolation among its elementary and secondary schools and 2) To provide opportunities for all students to meet challenging academic content and student achievement standards.**

Napa Valley MSAP will meet these goals by developing and implementing the following magnet school programs. These are proven, innovative educational programs and practices that are designed to promote diversity and choice, assist in achieving District systemic reforms, and provide instruction that will substantially strengthen the students’ knowledge of academic subjects and ability to attain marketable skills.

School	Grades	Current Enrollment	Magnet School Program
Harvest Middle School	6-8	834	International Baccalaureate-Middle Years Program and Dual Spanish-English Language Immersion.
Napa Junction Elementary	K-5	420	STEM
Pueblo Vista Magnet School of Environmental Sciences	K-5	246	Dual Spanish-English Language Immersion

The Napa Valley MSAP will ensure that professional development is provided that will improve its capacity to continue operating the magnet schools at a high performance level after Federal funds for magnet schools are terminated.

Project Narrative File(s)

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Napa Valley Unified School District MSAP Project Narrative

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PROGRAM NARRATIVE

Priority 1 – Need for Assistance

Introduction

Napa County is located approximately 50 miles north of San Francisco, California, and is home to the world famous wine industry. The County has experienced rapidly changing demographics over the past decade as an increasing number of immigrant families who earn their living in the agriculture, wine and tourism industries have made Napa their permanent home. The Napa Valley Unified School District (NVUSD) is the largest school district in the county serving over 18,000 students in grades K-12 in 30 schools, which include 3 comprehensive high schools and 2 alternative high schools; 4 middle schools and one charter middle school; a charter K-8 school, twenty elementary schools and an independent study school. The District covers a wide geographic area in the Napa Valley from the Town of Yountville in the north to the City of American Canyon in the south with the City of Napa situated in between.

Enrollment in District schools has increased by 9.83% since 2000 with the majority of that growth in American Canyon. The District is comprised predominantly of Hispanic/Latino students at 51.8%, while White and Filipino students make up the second and third largest racial groups at 32.2% and 5.9% respectively. The number of students eligible for the Free and Reduced Price Lunch (FRPL) program has increased from 33% to 43.4% since 2000 and currently 48% of all students are classified as socioeconomically disadvantaged.

Since 2008, the District has focused efforts on its vision of “*Transforming lives by instilling 21st Century skills and inspiring lifelong learning in every student.*” To that end it has organized its initiatives around the highest priorities of student learning and achievement, expanding access to 21st Century skills and providing equitable access and opportunities for all

students. The District's commitment to every student led it to develop and sustain a guaranteed and viable curriculum and to close the achievement gap among its different socioeconomically disadvantaged, English Learner, racial/ethnic groups and students with disabilities. (Local Education Plan 2008-2012) The District has made remarkable gains as a Program Improvement district in closing the achievement gap in the past 8 years, yet there is still much work to be done. A Voluntary Integration Plan was adopted in 2010 that was designed to promote racial/ethnic and socioeconomic integration in the elementary schools. A number of integration strategies were implemented, including the creation four elementary magnet schools with MSAP support. Progress has been made toward creating desegregated learning environments in our schools, and yet there is still much work to be done in this area. The District has also made a strong commitment to become a 21st Century teaching and learning community where every student graduates with mastery of the California Common Core State content standards and the "4 C's" of 21st Century skills of Critical Thinking, Communication, Creativity and Collaboration. The *NVUSD 2015 21st Century Learning Plan for a Student-Centered School District* was adopted in 2011 and sets forth ambitious goals to incorporate California Common Core State standards, project based learning (PBL) and technology infused instruction into its educational programs. Again, there is much work to be done to implement these systemic reforms in the current economic context. The District faces fiscal, organizational and cultural challenges as it endeavors to transform its school system into the diverse, teaching and learning environment it envisions.

The manner in which school choice has evolved and how the District's integration goals impact school choice in Napa creates a cultural challenge for the District. Since 1994, the District has had a strong culture of school choice through its open enrollment policies and charter school authorizations. Almost 50% of families with elementary aged students have chosen to

enroll in schools other than their neighborhood schools. The charter school movement in California grew, and NVUSD authorized five charter schools in the past 18 years. It has become evident over the years that unfettered open enrollment options, NCLB school choice and the opportunity to opt out of a resident area charter school have created unintended result of segregating District schools on the basis of socio-economic status, race and student achievement.

However, the District has also been a leader in creating schools with innovative and specialized curriculum that have been successful in attracting a diverse student population. Most notably the District established the first New Technology High School in 1996 which has become a national leader in project-based learning and technology; and the Napa Valley Language Academy (NVLA), a Spanish/English Dual Immersion charter school authorized in 1998. NVLA's program has successfully attracted a diverse student body and has shown significant academic achievement for all students. Capitalizing on this success in offering programmatic versus perception school choice to parents, the District created four elementary magnet schools with the specific intent of promoting socio-economic, racial and ethnic integration. With MSAP support, the District established Salvador Visual & Performing Arts Integration Magnet, Alta Heights Math, Art, Science & Technology (MAST) Magnet, Bel Aire Park International Baccalaureate Primary Years Program Magnet and Vista 360 Environmental Sciences Magnet at Pueblo Vista Elementary School.

The District's 2012-13 Program and Facilities Advisory Committee reviewed the impact of the four magnet schools, demographic and economic changes, updated facilities needs and concluded there was a need for additional magnet schools to address new areas of minority group isolation. The Advisory Committee recognized the fiscal and organizational challenges the District would face in adding additional choice options into the school system while

simultaneously focusing on its systemic reforms for creating innovative and robust 21st Century learning environments. Both magnet schools and the District's systemic reforms would involve implementation of the new California Common Core State standards and assessments, PBL, and substantial investment in technology-based learning tools that would be accessible to all students. The Advisory Committee also recognized that that new magnet schools coupled with the District's systemic reforms would require a substantial investment in professional development for teachers and principals, District-wide wireless network upgrades, and investment in technological learning devices.

In considering which schools and magnet themes should be considered for possible new magnet schools, the Advisory Committee further recognized parent interest in expanding and/or continuing access to the already successful choice options provided in the District. Parents petitioned the District to expand the NVLA dual immersion program to include grades 7-8 while noting that there was an annual waiting list of close to 100 kindergarten and 1st grade students who could not be admitted to NVLA. Parent surveys showed a high interest among both Spanish speaking and English speaking parents for access to rigorous Science, Technology, Engineering, and Math programs. Parents at Bel Aire Park International Baccalaureate Magnet School and Mt. George International School, both offering the Primary Years Programme, support expanding the program to the middle school level.

The Advisory Committee ultimately recommended to the Board of Education that two new magnet schools at Napa Junction Elementary School and Harvest Middle School be established and that the existing program at Pueblo Vista Environment Sciences Magnet School be significantly revised. To provide a conceptual framework for and to address legitimate concerns about adding too many new concepts and spreading limited District resources thin, the

Committee also recommended consideration of a “Vertical Articulation of Program Options” concept. The recommendation was designed to ensure that all district schools would provide the components of the new “Classic” district schools including all neighborhood, magnet and charter schools and at all grade levels. The “Classic” schools would provide the 21st Century components described above in addition to programs designed to ensure equitable opportunity and access to high quality education, including English Language Development (ELD), Positive Behavior Intervention and Support (PBIS), Academic Interventions, Advanced Learner Program Services (ALPS), Special Education and Advancement by Individual Determination (AVID). All choice schools, including magnet schools, would provide the “Classic” components through a proven specialized theme or instructional methodology. The Advisory Committee further recommended refining and aligning specific thematic choice options that the community desired and that the District could support and implement. The choice programs included: STEM, Dual Language Immersion, International Baccalaureate and Visual & Performing Arts.

The school site staffs, parents and communities at Napa Junction Elementary School chose the STEM theme, while Harvest Middle School selected the International Baccalaureate and Dual Immersion programs, and Pueblo Vista Environmental Sciences Magnet chose to add a Dual Immersion program.

Needless to say, the District’s ambitious goals have created serious concerns regarding its fiscal and organizational capacity to implement new and different educational options while continuing implementation of the *NVUSD 21st Century Learning Plan* in the current financial climate of California and the District. It is essential to seek outside funding assistance to implement the systemic reforms inherent in the District vision of the 21st Century Classic school, including the thematic specialized programs of the magnet schools designed to promote diverse,

integrated learning environments.

Competitive Priority 1: Need for Assistance

There is a compelling need for this MSAP project to reduce minority group isolation at each of the three proposed magnet schools. Each school meets the definition of minority group isolation of Hispanic/Latino students established in the 2013 Voluntary Desegregation Plan of any minority group greater than the K-8 district average of 54.88%. Napa Junction Elementary School has 57.2% Hispanic/Latino students as compared to just 29.7% and 31.5% at the two other elementary schools in American Canyon. Napa Junction is located in an area isolated from new residential development and is viewed as the sore thumb of the three elementary schools located in American Canyon. A rigorous and engaging STEM program will make Napa Junction the stand-out school in the community and attract a diverse student body.

Where Napa middle schools had been relatively balanced in their racial/ethnic enrollment just 4 years ago, Harvest Middle School has grown out of balance to 64.99% Hispanic/Latino students compared to 57.10% for all Napa middle schools. The International Baccalaureate Programme coupled with its Dual Spanish/Immersion program will attract and retain a diverse student population. Pueblo Vista Environmental Sciences Magnet School remains at 80.49% Hispanic/Latino despite implementing its magnet theme and making progress toward reducing its minority group isolation. Pueblo Vista needs another “shot in the arm” by implementing Dual Spanish/Immersion program, which has proven in Napa to create a diverse learning environment.

The MSAP funding requested will allow the District to fully implement these innovative magnet themes at the three sites.

(a) The costs of fully implanting the magnet schools project as proposed

NVUSD is requesting \$7,402,450 over a three year period to implement the MSAP project. The types of expenses required to fully implement the new magnet programs are over and above the District’s normal expenses for staffing, professional development, facilities and resources. Specialized support staff are needed, including curriculum specialists to support the theme, as well as district level staff to successfully develop and manage the project. Professional development and coaching are both essential to transform a school into a specialized theme or to implement a different instructional methodology, as well as to ensure the school continues to operate at a high level of performance. One time start-up costs are needed to purchase specialized equipment and supplies. Table 1 summarizes the projected three-year funding needed to implement the programs at the three magnet schools.

Table 1: Projected Three-Year Funding Summary				
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Total
Personnel	1,096,473	1,067,475	1,093,976	3,257,924
Fringe Benefits	202,169	206,779	211,075	620,023
Travel	162,476	137,934	128,910	429,320
Equipment	544,190	347,500	86,900	978,590
Supplies	328,173	208,700	114,700	651,573
Contractual	287,300	308,700	310,400	906,400
Other	97,183	93,308	64,308	254,799
Indirect Costs	116,329	101,453	86,039	303,821
Total Costs	2,834,293	2,471,849	2,096,308	7,402,450

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

Without MSAP funds, the programs could not be fully implemented if at all. Even though the District is committed to implementing the magnet school programs with or without MSAP funds, in reality implementation would be limited at best. On its own, it would take the District much longer to implement these exciting and innovative programs and students would not receive the full benefit of them for many years.

California is just now coming out of the deep state and national recession and school districts are still reeling from years of budget cuts and reductions in services. Thanks to voter passage of Proposition 30 in November 2012, that provided increased taxes to support schools, districts have avoided their own fiscal cliff of further draconian budget cuts. NVUSD has experienced at least four years of cuts in materials and supplies, increased class sizes and teacher layoffs, salary freezes and furlough days. As it slowly recovers, the District is still far from being able to afford implementation of three new magnet programs contemplated in this MSAP project.

Even in “good” financial times, NVUSD is considered a “low-wealth” district based on its property tax base and the state revenue limit funding formula. NVUSD receives approximately \$5,200 per student while neighboring districts in Napa County receive approximately \$12,000-17,000 per student.

Nevertheless, the District is committed to moving forward with all three programs with the basic infrastructure of facilities, furniture and equipment, and the salaries and benefits of classroom teachers, principal and support staff. The District will provide two additional Spanish teachers to Harvest Middle School and three additional Spanish Immersion teachers to Pueblo Vista Magnet School beginning the 2013-14 school year for Dual Immersion programs. No additional funds are available for professional development for these programs and teachers would need to rely on current school resources to start-up or improve these programs. The

District could support the International Baccalaureate Organization annual fees for an authorized school, but there are no or limited funds available for the critically important professional development required for Harvest Middle School to become an authorized IB school. The District will continue to pursue private funding to support technology equipment and technology related professional development for all three schools and particularly for Napa Junction Elementary to implement the technology component of its STEM program. No additional funds are available for the critically important professional development in science and engineering or to create a science lab. Teachers again would need to rely on current resources to start-up the STEM program.

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

During the 2011-12 and 2012-13 school years, NVUSD experienced a cumulative \$3.4 million reduction in its budget. With the passage of Proposition 30 by the voters, the prospect of deeper cuts during the current school year and for the 2013-14 school year have been halted and at least level funding from the prior year is expected. However, any leveling of funding will be used to restore student school days by bringing back furlough days and lifting salary freezes imposed for the past 2-3 years. The District is already struggling to implement its ambitious plans for rolling out the California Common Core State standards, providing project-based learning professional development and providing the tools needed for the future of technology-infused instruction. The District will continue to work with private partners to provide funding opportunities for these programs, but the cost absolutely exceeds its resources.

(d) The difficulty of effectively carrying out the approved plan and project

Financial considerations aside, the project will be challenging to carry out. The proposed magnet schools have become minority group isolated and all three are in Year 4 or 5 of Program Improvement. They are either located in an undesirable area or in close proximity to a higher achieving or more desirable school. Each school will need to overcome these barriers before they can become accepted as a premier educational program that will draw students from throughout the community. This difficult task will be addressed by assuring increases in student achievement, which in turn will change the current image or reputation of the schools. The programs will need to be marketed to targeted audiences and staff will need to become culturally proficient in working with students of various races, cultures and socioeconomic backgrounds.

Without the support of MSAP funds, the level of training and time for curriculum development and the additional professional development required to create unique instructional programs that assure increases in student achievement will only compound the challenges already inherent in carrying out this magnet project.

Priority 4 – Promoting Science, Technology, Engineering and Mathematics (STEM) Education**(a) Providing students with increased access to rigorous and engaging coursework in STEM**

This MSAP project will develop a STEM magnet school at Napa Junction Elementary School in American Canyon. Napa Junction is the only Title 1 Program Improvement school in American Canyon and has a higher percentage of low-income and Hispanic/Latino students than the two other elementary schools in American Canyon. This program will provide increased access to rigorous and engaging STEM curriculum to students typically underrepresented in STEM coursework; and, will attract higher income non-Hispanic/Latino students to Napa Junction to create a more diverse student body.

Napa Junction is also one of five District schools in the City of American Canyon that are becoming a vertically articulated K-12 system of New Tech Network schools. New Tech Network (NTN) is a non-profit organization that was started in Napa, California, in the mid-90's 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, the District opened the first New Technology High School in the nation in 1996. The New Tech 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 KnowledgeWorks and renamed New Tech Network. 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, the use of technology in a 1:1 computing ratio, an online learning management system and development of a culture

that promotes trust, respect, and responsibility. Project-based learning is at the heart of the NTN instructional approach coupled with the use of technology through access to Web-enabled computers and current collaborative learning technology. NTN schools use “Echo,” an online learning management system that connects students, teachers and parents to each other and to student projects in other NTN schools across the nation.

The NTN instructional model was instituted for the first time in a comprehensive high school when the new American Canyon High School (ACHS) opened its doors in 2010. ACHS is a state of the art high school that was built around small learning communities with the necessary technology infrastructure to support digital learning in the 21st Century. With the successful implementation of the model at ACHS, Napa New Technology High School and high schools around the nation, it was becoming apparent that students at the middle and elementary levels needed preparation to learn in this new technology-infused PBL environment. In 2012, the District and NTN entered into a partnership to implement the NTN instructional model in American Canyon Middle School and at all three elementary schools in American Canyon. Until now, the NTN instructional model has been designed for secondary schools, and NTN will be developing a groundbreaking elementary version through this partnership.

NapaLearns, a local non-profit organization, will also support the implementation of the NTN model in American Canyon. NapaLearns was established in 2010 to support expansion of project-based learning and technology-infused instruction in schools throughout the County of Napa. NapaLearns has already provided funding to support a Digital Early Learning initiative by providing iPads at a 2:1 computing ratio and digital curriculum to Kindergarten classrooms and English Learner preschools throughout the County. With the combined support of MSAP funding and NapaLearns support, Napa Junction Elementary School will partner with NTN to

develop and pilot an elementary level version of the NTN model, and an elementary level version of “Echo.”

Napa Junction has already begun the process of incorporating project-based learning and technology-infused instruction through its partnership with NVUSD, NTN and NapaLearns. Napa Junction has received 45 iPads for Kindergarten classrooms and support for ST Math digital curriculum for grades 4 and 5 through NVUSD and NapaLearns.

MSAP funding will allow Napa Junction to expand its technology base and amplify Science, Engineering and Mathematics throughout its curriculum. The STEM focus will differentiate Napa Junction from the other two elementary schools in American Canyon as well as all other elementary schools throughout the District. Napa Junction STEM Magnet School will be able to offer rigorous and engaging STEM curriculum through specific professional development, focused project units and a state of the art Science Lab. As an MSAP-funded magnet school, Napa Junction will be able to develop highly trained teachers in science and math, provide engaging project-based units in engineering that incorporate student’s learning in science and math, and, provide language arts and social studies project-based units which incorporate science and engineering perspectives.

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

MSAP funding will help Napa Junction provide the professional development necessary to implement its vision of a rigorous and engaging STEM school. Napa Junction Magnet Lead teachers and Instructional Coaches will become STEM Certified teachers through the National Center for STEM Elementary Education at St. Catherine University in St. Paul, Minnesota and through the NASA Endeavor Science Teaching Certificate Project. In concert with ongoing

project-based learning professional development, all Napa Junction teachers will be trained in the *Engineering is Elementary* approach and curriculum developed by Boston Museum of Science. Napa Junction teachers will also attend California and National Science Teachers Conferences, and the National Council of Teachers of Mathematics Conference and Interactive Institute for Pre-K-5.

Napa Junction teachers also have the opportunity to earn a Masters of Arts degree in Educational Technology at the local campus of Touro University with tuition support provided by NapaLearns. NapaLearns has provided tuition support for over 80 Napa County teachers to obtain this degree. Graduates of this program meet the International Society for Technology in Education (ISTE) criteria and the California State Technology Standards for Teachers. Culminating service projects benefit students and other district teachers and Napa Junction teachers will be encouraged to participate in this program.

(a) Plan of Operation

(a)(2)(i) The effectiveness of the management plan to ensure proper and efficient administration of the project
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The ultimate success of this project rests on the school site staff at each of the three magnet schools. NVUSD has designed its project management plan to provide the support and leadership those schools will need through a distributed and shared management approach. A **Magnet School Steering Committee** will be established to facilitate shared management and communication among key district and school site personnel involved 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 opportunities for reflection guidance on continued project implementation. The committee will consist of the Superintendent, Assistant Superintendent for Instruction; Directors for Secondary and Elementary Education, English Learner Services, the Magnet Project Director, Magnet Project Coordinator, the three magnet school principals and magnet lead teachers for this project, a current magnet school principal and the Magnet Office Assistant/Account Clerk.

The **District Equity Leadership Committee** will act in advisory role to the Steering Committee and Magnet School Office. The committee meets quarterly and will include magnet school operations and issues on each agenda. The Equity Leadership Committee was formed by Ivan Chaidez, Director for English Language Learner Services, in 2012. 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,

equity, and inclusiveness; (3) endorse, support, and/or recommend school programs/policy to that end; and (4) develop and/or recommend staff development for teachers on creating an equitable community in the classroom. The committee membership represents a broad cross-section of the community including: a parent, a high school student, an elementary, middle and high school administrator, community members representing the City of American Canyon and the Napa LGBTQ Project Coordinator, a special education administrator, elementary and secondary teachers, a school board member, the director for magnet and charter schools and an ELD teacher coach.

The Equity Leadership Committee will monitor progress toward the primary objectives of the project; to reduce the minority group isolation of Hispanic/Latino students at the project schools; equitable access and participation in the magnet programs; and student achievement. The Committee is uniquely configured to make recommendations regarding student recruitment strategies and staff development on creating an inclusive school environment.

MSAP funds will support a **Magnet Project Director** who will have overall responsibility for managing and coordinating the project, with the assistance of a **Magnet Project Coordinator, Marketing and Recruitment Specialist, Project Evaluator, and Magnet Project Office Assistant/Account Clerk**. The Magnet School Office will be located in the Instructional Division, under the supervision of the Assistant Superintendent for Instruction and the Director of Secondary Education (responsible for Harvest Middle School) and the Director of Elementary Education (responsible for Napa Junction Elementary and Pueblo Vista Elementary schools). The Project staff must interact with many District departments on a regular basis and work collaboratively to provide appropriate support to the school sites.

The management plan intentionally reserves the operational and managerial requirements

of the project to the District level to allow school site leadership teams to focus on the planning and implementing their unique magnet theme curriculum and instruction. The **Project Director** will monitor and coordinate all grant funded activities; including budget planning and supervision of MSAP project expenditures; in conjunction with the **Marketing and Recruitment Specialist**, develop and implement a comprehensive marketing and student recruitment plan designed recruit students from different social, economic, ethnic, and racial backgrounds to attend the magnets schools; in conjunction with the **Project Coordinator**, assist and support schools in the development of magnet themes and innovative teaching practices; and coordinate evaluation of the MSAP project with the **Project Evaluator**. The District will contract with an external evaluator to collect and analyze a variety of data and to provide reports to the District on progress toward meeting project objectives and recommendations for improvement. The **Project Coordinator** will work under the supervision of the Project Director to provide direct support to school principals and magnet lead teachers in coordinating and organizing site-based activities, professional development, and collecting and organizing data for the project evaluation team. The **Magnet Office Assistant/Account Clerk** will provide secretarial support to the Project Director and work closely with the Project Coordinator, principals and lead teachers in ordering, purchasing, verifying budgets; interfacing with District fiscal and technology departments on behalf of the schools; and, data collection, entry and organization for the project evaluation team. MSAP funds will also support a **Technology Support Specialist**, who will report to the District technology department, to support the technology needs of the three school sites, including trouble-shooting and repairing District technology equipment, including desktop computers/peripherals and network infrastructure.

At the school level, the **Principal, Magnet Lead Teachers, Site Leadership Team,**

School Site Councils (SSC), English Learner Advisory Councils (ELAC), Instructional Coaches, Classroom Teachers, Instructional Assistants and Community Liaisons are all key to the successful implementation of their magnet schools. The **Principal** is responsible for the implementation planning and leading the change process toward becoming a new or redefined school. The **Instructional Coach/Magnet Lead Teachers** will be specialists in the school's magnet theme who are responsible for coordinating the execution of the implementation plan; primarily by coordinating professional development; coaching classroom teachers; and interfacing with District level project staff as necessary to accomplish the site implementation plans. The **Site Leadership Team** is a teacher leader team of grade level or subject area representatives at each school site who will work collaboratively with school and project leaders and the teachers to bring the project to fruition. **SSC's** and **ELAC's** are existing parent and community involvement structures at each school site that will: interface with **Community Liaisons**, assisting in community outreach about the magnet schools, review project implementation at their regular meetings and provide suggestions for improvement and parent/community involvement. **Classroom teachers, Magnet Resource Teachers and Instructional Assistants** work collaboratively to implement the magnet theme through professional development, instruction and creating an inclusive school culture.

(a)(2)(ii) The effectiveness of the plan to attain specific outcomes that (A) will accomplish the purposes of the program; (B) are attainable within the project period; (C) are measureable and quantifiable; and (D) for multi-year projects, can be used to determine the project's progress in meeting its intended outcomes

The intended outcomes or objectives for this project are aligned with the six purposes of the Magnet Schools Assistance Program (MSAP). Attainment of these objectives within the

three years of project implementation will be measured by the quantifiable Performance Measures set forth below.

Purpose 1: The reduction of minority group isolation in elementary and secondary schools with substantial proportions of minority students.

Objective 1: Minority group isolation will be reduced at the proposed magnet schools.

Performance Measure 1: Each project year, minority group isolation of Hispanic/Latino students will be reduced at each proposed magnet school from the 2012-13 enrollment baselines by 1% in year one, 2% by year two and 3% by year three as reported in the October CBEDS (California Basic Educational Data System) enrollment report. (See Table 3: Enrollment Data-Magnet Schools) The schools and their 2012-13 baseline percentages of Hispanic/Latino students are: **1.1** Napa Junction Elementary School (58%); **1.2** Harvest Middle School (65%); and **1.3** Pueblo Vista Environmental Sciences Magnet School (80%).

1.4 For each project year, each magnet school will receive at least 25 applications.

Purpose 2: To develop and implement magnet school projects that will assist the local education agencies achieve systemic reforms, and provide all students the opportunity to meet challenging State academic content and achievement standards.

Objective 2: All students will receive instruction that includes District systemic reforms and their school's magnet themes in units and courses aligned with California Common Core Standards and related performance assessments.

Performance Measure 2: By October 15 of each project year, each magnet school's Single Plan for Student Achievement will be revised and include objectives and activities that support the adoption of high standards for all students, specific systemic reforms identified by the District, and describe how they are coordinated with MSAP activities. Success will be determined

through inspection of each school's plan. Implementation success will be measured by performance measure 3.

Purpose 3: The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools.

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

Performance Measure 3: 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) and 9 (year 3) hours per week. Success will be determined through unit plan analysis and confirmed with surveys, interviews, and walkthroughs. Units and lessons produced as a result of this program will be peer reviewed.

Purpose 4: Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and attainment of tangible and marketable skills of students attending such schools.

California has not obtained an NCLB waiver. The California Department of Education has established the following Adequate Yearly Progress (AYP) targets for 2012-2013 for elementary and middle schools: (1) Proficiency in English Language Arts grades 2-8 (includes reading and writing): 89.2%; (2) Proficiency in Mathematics grades 2-8: 89.5% (3) Participation in Testing: 95%; and (4) a minimum Academic Performance Index (API) score of 770 or exhibit a growth of one point from the previous year. AYP targets in English language arts and mathematics under NCLB will increase to reach 100% proficiency in the 2013-2014 school year.

Objective 4: Each year, for each magnet school, the percentage of students scoring at or above the proficient level on the California Standards Tests (CST) in English Language Arts (ELA) and mathematics will increase for each of the NCLB defined subgroups.

Purpose 4: Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and attainment of tangible and marketable skills of students attending such schools.

California has not obtained an NCLB waiver. The California Department of Education has established the following Adequate Yearly Progress (AYP) targets for 2012-2013 for elementary and middle schools: (1) Proficiency in English Language Arts grades 2-8 (includes reading and writing): 89.2%; (2) Proficiency in Mathematics grades 2-8: 89.5% (3) Participation in Testing: 95%; and (4) a minimum Academic Performance Index (API) score of 770 or exhibit a growth of one point from the previous year. AYP targets in English language arts and mathematics under NCLB will increase to reach 100% proficiency in the 2013-2014 school year.

Objective 4: Each year, for each magnet school, the percentage of students scoring at or above the proficient level on the California Standards Tests (CST) will increase for each of the NCLB defined subgroups.

Performance Measure 4: By the end of each project year, for each magnet school, for **4.1** English language arts and for **4.2** mathematics, at least one of the following two conditions will be achieved: **(a)** the percentage of students in each NCLB defined subgroup scoring at or above the proficient level on the California Standards Test (CST) for grades 2-8 will *increase* by at least 10% for the total population and for each of the NCLB defined subgroups, OR **(b)** the percentage of students in each NCLB defined subgroup scoring below the proficient level on the CST's will *be reduced* by at least 10%.

4.3 By the end of each project year, for each magnet school, the percentage of students who score at or above the proficient level on the California Standards Test (CST) for science will increase compared with the previous year.

4.4 By the end of project year 1, 1 of the 3 magnet schools will have attained AYP or qualify for “safe harbor” as allowed under NCLB guidelines for their total population and for each NCLB subgroup.

4.5 By the end of year two, 2 of the 3 magnet schools will have attained AYP or qualify for “safe harbor” for their total population and for each NCLB subgroup.

4.6 By the end of year three, all 3 magnet schools will have attained AYP or qualify for “safe harbor” for their total population and for each NCLB subgroup.

4.7 By the end of the project period, as a result of the implementation of theme curricula, 75% of students at each magnet school will develop mastery of that curriculum as determined by end of course assessments and alternative performance measures such as portfolios.

Purpose 5: Improvement of the capacity of local education agencies, including through professional development, to continue operating magnet schools at a high performance levels after Federal funding is terminated.

Objective 5: Provide professional development for magnet school teachers related to systemic reforms and magnet theme development and implementation that will improve capacity to continue operating magnet schools at a high performance level after MSAP support has concluded.

Performance Measures 5: By the end of each project year, magnet school teachers will receive at least 30 hours of professional development (including for example: workshops, courses, coaching) in each of the following areas: **5.1** the development and implementation of the systemic reforms listed in the Single Plan for Student Achievement; and **5.2** instruction directly related to the implementation of the magnet theme. Performance measures 2 and 3 also address this objective.

Purpose 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

Objective 6(a): All students enrolled in the magnet schools will have equitable access to high quality education.

Performance Measure 6(a): 1.6 By the end each project year, for each magnet school, at least 65% (yr. 1), 80% (yr. 2) and 95% (yr. 3) of core classes will reflect their grade level's enrollment for Hispanic/Latino students by ± 15 percentage points.

Performance measures 2 and 3 also address this objective by providing all students the opportunity to meet challenging California State Common Core Standards and innovative magnet theme instruction.

Objective 6b: Because parent involvement promotes equitable access to high quality education for all students, there will be an increase in parent participation at each magnet school.

Performance Measure 6b: By the end each project year, for each magnet school, there will be an increase in the numbers of parents who participate in school activities as compared to the previous year.

(a)(2)(iii) The effectiveness of the applicant's plan for utilizing its resources and personnel to achieve the objectives of the project

The success of the project's objectives depends on the efficient and timely discharge of the following responsibilities outlined above by the identified staff

Objective 1: Minority group isolation will be reduced at the proposed magnet schools.

To meet this objective, both District and MSAP funded resources must be utilized and must work in concert. Reduction of minority group isolation at the magnet schools will depend

on a comprehensive marketing and targeted recruitment plan developed and orchestrated by the **Project Director, Marketing and Recruitment Specialist** and magnet school **Principals**. In turn, the plan must be coordinated with the District **Directors of Elementary and Secondary Education** who have primary responsibility for resident student enrollment; the school choice open enrollment process; and, interfacing with the **Assistant Superintendent's for Human Resources** for staffing and **Business** services for school site capacity. This process will be supported by the **Magnet School Steering Committee, Equity Leadership Committee**, school-based parent groups, community liaisons and other community organizations.

The effectiveness of the marketing/recruitment plans and student enrollment in magnet schools on reducing minority group isolation will be analyzed annually by the external evaluator as described in Section E. Evaluation Plan; the **Magnet School Steering Committee** and the **Equity Leadership Committee** will make recommendations to the Magnet Office to improve the process.

Objectives 2 and 3: All students will receive instruction that includes District systemic reforms and their school's magnet themes in units and courses aligned with California Common Core Standards.

Ensuring that all students receive instruction through District systemic reforms and in magnet themes is the ultimate purpose and responsibility of the **District teachers** and the **Principal** at each school. They will be supported through professional development and coaching by MSAP **Magnet Lead Teachers** and **Instructional Coaches** in both systemic reform and thematic instruction.

Ensuring that the District's systemic reforms and magnet theme instruction is coordinated, integrated and supported by District and MSAP personnel is the responsibility of

the entire **Instructional Division**. The Instructional Division will focus its efforts on implementing the new “Classic” school, including roll-out of California Common Core State standards, project-based learning and technology infused instruction while maintaining strategic or intensive intervention for all students performing below proficient. The **Magnet Office** will focus its efforts on implementing the magnet themed instruction that is aligned with the California Common Core State standards. The entire Instructional Division, including the Magnet Project Director, will interact, communicate, coordinate and ensure alignment of professional development, coaching and implementation of both systemic and thematic instruction at the magnet schools.

Objective 4: Each year, for each magnet school, the percentage of students scoring at or above the proficient level on the California Standards Tests (CST) or SMARTER Balanced Assessments (when available) will increase for each of the NCLB defined subgroups, or the percentage of students scoring below the proficient level on the CST in English Language Arts (ELA) and mathematics or SMARTER Balanced Assessments (when available) will be reduced for each of the NCLB defined subgroups.

Ensuring that all students, including those in NCLB defined subgroups, attain scores on the California Standards Tests (CST’s) or SMARTER Balanced Assessments (when available) at proficiency or above levels is the expectation under NCLB and is the responsibility of the entire **Instructional Division**. The **Instructional Division** will ensure that effective strategies using curriculum and instruction based on the California Common Core State are being implemented and will provide a system of interventions and supports to all students performing below proficient. The **District** ensures that the CST (or SMARTER Balanced Assessment) is administered at all school sites and receives and analyzes results. The magnet school external

Evaluator will also review and analyze the results for magnet school students and report progress toward this objective to the Project Director.

Objective 5: Provide professional development for magnet school teachers related to systemic reforms and magnet theme development and implementation that will improve capacity to continue operating magnet schools at a high performance level after MSAP support has concluded.

The **Principal** and **Magnet Lead Teacher** are responsible for identifying, organizing and providing magnet theme related professional development at the magnet school, based on this proposal and their implementation plan. The **Directors for Elementary and Secondary Education** and the **Magnet Project Director** must assist school leadership in coordinating system reform related professional development offered by the District with the MSAP related professional development to ensure both systemic and thematic components are covered. Each school has proposed a three-year plan for this project that will infuse the theme through professional development and coaching which can be faded and the theme continued with internal training to build capacity.

Objective 6(a): All students enrolled in the magnet schools will have equitable access to high quality education.

Through the efforts of all district and MSAP personnel, the magnet schools will develop and implement a program that will provide high quality education. Ensuring that all students enrolled in the magnet school have equitable access to this high quality education is the primary responsibility of the **Principal, Magnet Lead Teacher and teachers**. They will do so through creating an inclusive school community in which students from social, economic, gender orientation, and racial/ethnic backgrounds and who have different learning and behavioral

abilities are integrated within classes, in project-based learning groups, at recess and in other school activities. School site staff will be supported by District administrators to provide supports and interventions as needed by the students, including the **Director for English Learner Services, Advanced Learner Programs & Services Coordinator, Director for Special Education, Special Education Program Specialist for Positive Behavior Intervention and Support**, and the **Administrator for Assessment and Interventions** (Read 180, Systems 44).

Objective 6b: Because parent involvement promotes equitable access to high quality education for all students, there will be an increase in parent participation at each magnet school.

Magnet school **Principals** and **teachers** will make parents an integral part of creating an inclusive school community for students and families from different social, economic, gender orientation, academic abilities and racial/ethnic backgrounds feel welcomed and a part of the school. In addition to encouraging parent involvement in the traditional avenues of PTA, School Site Councils and English Learner Advisory Committee's; school's will develop, with the assistance of the **Magnet Project Director and Coordinator**, unique theme based activities that encourage family and community involvement in the school, such as family workshop nights and multicultural celebrations that honor different cultures and include community and family members.

(a)(2)(iv) How the applicant 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

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 information and marketing campaign and the district's race-neutral open enrollment application and admission process described in the Voluntary Desegregation Plan and Table 5-Selection of Students.

Staff will create an inclusive school community for all students to ensure equitable treatment. This will be accomplished through cultural competency training provided to all school staff and parents; heterogeneous class groups and project/theme unit groupings that promote collaborative and cooperative learning; and promoting interaction among diverse students during recess and other school activities. Early in Year 1 of the project, the magnet schools will participate in "*Equity Uncovered: Surprises and Solutions Creating an Equitable Community in your Classroom, Building Inclusion in your School Community,*" a diversity workshop developed and provided by the **District Equity Leadership Committee**. The objective of the workshop is to uncover site-level concerns involving inequities and biases through conversation and data analysis (e.g. disparities in student discipline, interventions, English learner redesignation rates and special education) and to start developing site-based solutions and strategies. Based on this self-assessment, each school will determine additional site-specific diversity training needs and provide subsequent training during Year 2 of the project. The additional training may include workshops provided by the National Equity Center based in Oakland, California on "*Teaching with a Cultural Eye*" or, training provided through the District's partnership with the Region IX Equity Assistance Center at WestEd on "*Cultural*

Diversity and Equity – ensuring children’s differences of gender, race, ethnicity, ability and/or language do not result in differences of opportunity.”

NVUSD currently implements a variety of strategies to address the diverse learning needs of its students that are designed to provide all students access to the rigorous California Common Core State standards and the “4 C’s” of 21st Century learning: communication, collaboration, critical thinking and creativity. These strategies and programs will continue to be provided in the magnet schools where needed and appropriate within the theme context.

Professional Learning Communities (PLC’s) and **Data Teams** provide a context for teacher discussion about student progress and needs that can include discussion of academic achievement in a cultural context. **English Language Development** is provided to all students qualify, as are **Special Education** services. All English language learners and special education students will participate in magnet theme instruction and activities as part of the inclusive culture developed at each magnet school. The District adopted a **Positive Behavioral Intervention and Support System (PBIS)** approach to behavior and discipline and has selected the “*Building Effective Schools Together*” (**BEST**) curriculum to implement that approach. PBIS creates safe, predictable and consistent environments for students in which mutual respect is valued. Children are explicitly taught about “same and different” through the curriculum and the importance of respecting others who are not the same as ourselves. Research shows that the implementation of PBIS/BEST reduces problem behavior of all students and narrows the disproportionate gap in exclusionary discipline (detentions, suspensions, and expulsions). The magnet schools will continue using BEST unless there is a theme-specific way to implement the PBIS approach. For example, the strategies for incorporating the International Baccalaureate Student Profile into the culture of Harvest Middle School may incorporate PBIS/BEST strategies.

NVUSD has incorporated programs designed to ensure equal access and to the rigorous California Common Core State standards, the “4 C’s” and technology-infused instruction for students traditionally underrepresented in rigorous academic courses. **Advancement Via Individual Determination (AVID)**, a K-Adult college readiness system for students who are first generation college attendees, is designed to increase school-wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research-based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change. AVID is offered in several elementary schools and all secondary schools. The District’s gifted and talented program has been replaced by **Advanced Learner Services & Programs (ALPS)** that provides an integrated approach to advanced learning in the classroom. ALPS also provides alternative eligibility for English language learners (ELL) that has doubled the number of ELL students qualifying compared to prior years.

The District has provided training in **Project Based Learning for English Learners** for reading intervention and special education teachers. With MSAP funds, Harvest Middle School will extend this training to all teachers. Technology-infused instruction ideally requires a 1:1 computing environment in which every student has access to a computer. To ensure access to computing devices for students who may not have their own, the District provides sufficient classroom laptop or iPad sets and desktop computers for all students, but must rely on supplemental private funding to meet the growing need. With MSAP funds, the magnet schools will ensure that all students have access to computers for technology-infused instruction. The District is working with the Napa Valley Education Foundation to support a low-cost laptop, iPad or equivalent, lease program for students

(a)(2)(v) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnets schools

The District has established a two-pronged marketing and recruitment plan focused (1) on providing public information about the magnet schools and (2) on targeted marketing and student recruitment. The goal of the Public Information Campaign is to increase and maintain the visibility of magnet schools in the community. The goal of the Targeted Recruitment Campaign is to reduce minority group isolation of Hispanic/Latino students at the three magnet schools by 1) marketing to and attracting higher income non-Hispanic/Latino students to voluntarily attend the magnet schools, and 2) providing information about all magnet schools - the specialized theme and programs and services available at the school that are designed to meet the needs of all students, to Hispanic/Latino and other resident families who would attend a magnet school as their resident school so that they may choose to remain at their resident magnet school or choose another school based on individual student needs and interests. Each proposed magnet school in this project currently has a higher percentage of Hispanic/Latino students than the District percentage of Hispanic/Latino students in grades K-8.

The following Tables outline the Public Information and Targeted Recruitment Campaigns, the person(s) responsible for each component and approximate timelines for completion. All printed materials will be translated into Spanish and other languages as determined appropriate. All presentations, community meetings, information nights will have interpreters available.

Marketing and Recruitment Plan			
Public Information Campaign			
Activity	Person(s) Responsible	Time Frame	Project Year
Interview and retain Marketing & Recruitment Consultant	Magnet Steering Committee, Project Director and Principals	Upon notification of Award	1
Develop Specific Timelines for Implementation	Project Director, Marketing/Recruitment Specialist	Upon notification of Award-first month	1
Redesign, revise and update websites: District Magnet School website, 3 School websites	Project Director, Marketing/Recruitment Specialist	Aug-Dec	1,2,3
Develop and update School Choice and Enrollment Guide, link to websites and social media as appropriate	Project Director, Marketing/Recruitment Specialist	Aug-Oct	1,2,3
Create school videos for each school, link to websites and social media as appropriate. Provide copies of videos to Napa County Library.	Project Director, Marketing/Recruitment Specialist, Principals	Aug-Jun	1

Marketing and Recruitment Plan			
Public Information Campaign			
Activity	Person(s) Responsible	Time Frame	Project Year
Assist Principal design School site brochure	Marketing/Recruitment Specialist, Principals	Sep-Nov	1
Prepare, coordinate and implement News Releases to local newspapers, public and local radio stations (including Spanish speaking stations) and for social media as appropriate	Project Director, Marketing/Recruitment Specialist, Principals	Nov-Feb for open enrollment Ongoing	1,2,3
Coordinate with local news media to encourage news articles highlighting individual magnet schools	Project Director, Marketing/Recruitment Specialist	Ongoing	1,2,3
Discuss magnet school and distribute promotional material at parent and community meetings	Principal, Community Liaison	Ongoing	1,2,3

Marketing and Recruitment Plan

Public Information Campaign

Activity	Person(s) Responsible	Time Frame	Project Year
Recruit parent ambassadors for magnet school outreach to other parents	Principal, Community Liaison	Nov-Feb for Open enrollment Ongoing	1,2,3
Reserve table at and attend local Farmer’s Market and Chef’s Market with promotional materials	Principal, Community Liaison, Parents	May-Oct	1,2,3
Develop District level and assist school site development of community and local business partnerships to support magnet schools	Project Director, Marketing/Recruitment Specialist, Principals	Ongoing	1,2,3
Magnet School Office resource for information to parents about school choice, enrollment procedures; respond to questions and assist in resolving parent concerns or complaints about magnet schools	Project Director, Magnet Project Office Assistant	Ongoing	1,2,3

Marketing and Recruitment Plan			
Targeted Recruitment Campaign			
Activity	Person(s) Responsible	Dates	Project Year
Interview and retain Marketing & Recruitment Specialist	Magnet Steering Committee, Project Director & Principals	Upon Award notification	1
Develop Specific Timelines for Implementation	Project Director, Marketing/ Recruitment Specialist	Upon notification of Award-first month	1
Recruitment planning to include: 1) review of Voluntary Desegregation Plan, District and each magnet school current year enrollment, demographic data , open enrollment trends and projected space available for following year; 2) Identify target audience for recruitment; 3) Consult with Equity Leadership Committee for additional recommended recruitment opportunities and/or activities for target audience; 4) Communication and conversation with PTAs and Principals at feeder schools for impact on them and recruitment plan participation commitment.	Magnet Steering Committee, Project Director, Marketing/ Recruitment Specialist, District Equity Leadership Committee, External Evaluator	Sep- Oct	1,2,3

Marketing and Recruitment Plan			
Targeted Recruitment Campaign			
Activity	Person(s) Responsible	Dates	Project Year
Presentations to local service clubs (e.g. Kiwanis, Rotary, Filipino American Association of American Canyon, Napa Hispanic Network, Abiertos Puertos), churches and preschools	Project Director, Marketing/Recruitment Specialist	Oct- Feb during open enrollment; Ongoing	1,2,3
School Fair at District Office; provide break-out presentations in auditorium on choice schools, Kindergarten registration and open enrollment; with time for Q&A.	Project Director, Marketing/Recruitment Specialist, Principals	Nov- Dec prior to open enrollment period	1,2,3
School tour and Information Night schedules available at School Fair.	Project Director, Marketing/Recruitment Specialist, Principals	Nov-Dec prior to open enrollment period	1, 2, 3
Direct mail and/or email campaign to mailing lists for targeted groups	Project Director, Marketing/Recruitment Specialist	Dec- Jan	1,2,3

Marketing and Recruitment Plan			
Targeted Recruitment Campaign			
Activity	Person(s) Responsible	Dates	Project Year
Presentations at targeted elementary schools from which students are likely to be recruited and at elementary schools feeding (including Mt. George and Bel Aire Park) into Harvest Middle School coinciding with feeder school Information Nights	Project Director, Marketing/Recruitment Specialist, Principals	Jan- Feb	1,2,3
Receive registration and open enrollment applications; conduct open enrollment lottery; make admission offers or denials to applicants; establish waiting lists	Directors of Elementary and Secondary Education, Principals, Project Director	Feb- Apr	1,2,3
Review actual enrollment, demographic data, student open enrollment trends and matrices, prepare Minority Group Isolation (MGI) report and review with Project Director and Marketing/Recruitment Consultant.	External Evaluator, Schreder & Associates	May- Jun	1,2,3
Review MGI report with Magnet School Steering Committee at fall planning meeting	Project Director, Marketing/ Recruitment Specialist	Sep- Oct	1,2,3

(b) Quality of Personnel**(b)(2)(i) The project director is qualified to manage the project**

The District will hire a **Project Director** who will have overall responsibility for management and coordination of the MSAP project implementation including planning, developing and implementing the project vision in collaboration with magnet school principals and district representatives; managing the MSAP budget; and working closely with the external evaluator and marketing/recruitment consultant. The District is looking for an experienced educational leader with demonstrated success in leading whole school change; who is comfortable with a distributed management approach; and, has the ability to collaborate, communicate and interact with multiple district departments to support magnet schools and programs. The Project Director should have successful experience working with students, parents, and staff from diverse backgrounds. Specific qualifications include an Administrative Credential and a minimum of five years successful administrative experience at elementary and/or middle school level. A job description for this position is attached.

(b)(2)(ii) Other key personnel are qualified to manage the project

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 Superintendent. Dr. Sweeney has been instrumental in establishing the vision of 21st Century teaching and learning environments that embrace the 4 C's: Communication, Collaboration, Critical Thinking and Creativity in the context of project-based learning. He has also been a

strong supporter of the District's desegregation efforts and the magnet school project. 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: Elena has served in this position since 2005. Her educational roles have included elementary school teacher, reading specialist, elementary principal, secondary administrator, Coordinator of Categorical Programs, Administrator of Assessment and Accountability, member of the Napa Learns Board of Directors, member of the national EDLeader21 organization, and district representative to the California Department of Education Funding Formula Committee. With over 38 years of experience in education and 26 years working in NVUSD, Ms. Toscano has established invaluable relationships with key stakeholders in the community, at school sites, and at the district level – enabling her to have tremendous success in advancing curriculum development, data-based decision making, and increasing academic rigor across the district's K-Adult instructional programs. Ms. Toscano has three years of magnet grant experience and eight years of experience overseeing successful program improvement initiatives under No Child Left Behind.

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. This

partnership was led by Dr. Russlyn Ali (then Executive Director of Education Trust West, currently with the DOE Office of Civil Rights).

As teaches across NVUSD began to raise expectations for student achievement, Ms. Toscano supervised the development of a Local Education Plan to support strategic and intensive interventions to students performing below proficient, implemented new curriculum to provide teachers with necessary classroom support, introduced a new assessment system to provide teachers with formative data, and dramatically increased site support to raise student achievement. As a result, NVUSD's Academic Performance Index (California's Accountability Measure) increased by 99 points. She is currently leading the district roll out of California Common Core Standards ensuring that 1,000 teachers will be ready to implement by fall 2013. Ms. Toscano's degrees include a B.A. from Santa Clara University and a M.Ed. from Sonoma State University. Her extensive background in elementary education as well as her commitment to all learners achieving at high levels and deep relational ties throughout the District will be assets to ensuring the success of this program. Ms. Toscano is bilingual.

Maren Rocca-Hunt, Director of Elementary Curriculum and Instruction: Maren has served in this position three years. With 19 school sites in NVUSD, four of which are currently magnet schools and two proposed new magnet programs, the Director of Elementary Curriculum and Instruction is a key contributor to ensuring the success of this MSAP Project. As in an oversight capacity for all elementary school principals, the Director 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 on

improving achievement of minority students, socio-economically disadvantaged students, English learners and students with disabilities.

Maren has over 28 years of experience in education including ten years as an elementary and middle school principal. She oversaw the opening of two new campuses and served four years as principal at one of the largest and most diverse elementary schools in NVUSD. She is currently engaged in implementing Transitional Kindergarten at both Pueblo Vista and Napa Junction and coordinating project-based learning and the expansion of technology-based instruction at elementary schools throughout the district.

To ensure successful implementation of the two elementary magnet schools, Maren will work with the Director of Secondary and the Magnet Project Director and consult with principals and teachers, individually or in groups, concerning instructional programs, plans, enrollment procedures, and protocols. One of her main responsibilities is to align professional development opportunities for the District's systemic reforms with the professional development associated with magnet school theme development. As the person who oversees elementary open enrollment and school choice, she is in a position of direct support to the MSAP Project. Maren is bilingual.

Mark Morrison, Director of Secondary Curriculum and Instruction: Mark has served as Director of Secondary overseeing ten middle and high school campuses. He will be directly involved with the implementation of the International Baccalaureate Middle Years Programme at Harvest Middle School. Acting in an oversight position of all secondary school principals, the Director assists the Instructional Division in providing services to the secondary school community to ensure that students from diverse backgrounds and abilities are well-prepared for entrance into college and career upon graduation. His passion is technology-infused

project-based learning having served as principal of Napa New Technology High School, the first of its kind in the nation. Following this, he worked directly with the New Tech Network Foundation prior to assuming his current position three years ago. Mark has over 28 years of experience in education including ten years as a high school assistant principal and principal. He oversaw the opening three years ago of a new comprehensive technology-infused state-of-the art high school in American Canyon. He is currently engaged with implementing student-centered 21st Century learning environments at all secondary schools and serves as district advisor to our community partner, Napa Learns.

To ensure successful implementation of the middle school magnet program, Mark will work closely with the Director of Elementary and the Magnet Project Director and consult with principals and teachers, individually or in groups, concerning instructional programs, plans, enrollment procedures, and protocols. One of his essential responsibilities is to align the middle school magnet school program with the District's overall commitment to ensure desegregation and balance among our middle schools. As the person who oversees secondary open enrollment and school choice, he is will oversee the enrollment process. Mr. Morrison is well-connected with and has worked closely with the Comprehensive Center for Secondary School Reform.

Ivan Chaidez, Director of English Learner Services/Alternative Education

Programs: Ivan has been in this position for two years. He served as Principal, Assistant Principal and teacher at Dixon High School in Dixon, California for seven years and as Interim Director of English Learners for Dixon Unified School District. Ivan was instrumental in initiating the District Equity Leadership Committee and will be an important part of that Committee's advisory role for the Voluntary Desegregation Plan and this MSAP Project. Ivan is bilingual.

Donna Drago, Principal Napa Junction Elementary School: Donna has been the Principal at Napa Junction since 2010 and will be leading the development of the first STEM Elementary school in Napa County. Donna has been a Principal for 6 years and taught in elementary schools for 19 years. Donna has also served as a Special Education Coordinator and Professional Development Leader. She has a passion for providing students the tools they need to be successful and has been an innovator in the District in the use of technology.

Helen Rocca, Pueblo Vista Magnet School: Helen is a new Principal at Pueblo Vista and has not been in the position for a year yet. However, she has already implemented functioning Professional Learning Communities and data-driven decision making at the school. Helen served as the Assistant Principal at a large Title 1, predominantly Hispanic/Latino student school for four years and as an NCLB State Appointed Intervention Team Instructional Coach in state adopted materials for three years. She has six years elementary teaching experience and is bilingual. Helen brings a commitment to underrepresented students and will lead the development of a Dual Immersion program at Pueblo Vista with coaching assistance from Deborah Wallace, Principal of Napa Valley Language Academy.

Deborah Wallace, Napa Valley Language Academy: Deb has been Principal at NVLA for 14 years and served as an Assistant Principal there for several years prior. She was instrumental in creating the dual immersion program at NVLA and successfully sheparding it through NCLB Program Improvement to become a highly sought after and academically successful school. Deb will serve as a consultant, coach to both Pueblo Vista and Harvest Middle School dual immersion programs. Deb is bilingual.

Deb St. Clair, Assistant Principal, Harvest Middle School: Deb has been an AP at Harvest since 2003 after teaching at the middle school level for four years. She is currently

completing her Master of Arts in Educational Technology at Touro University. Deb will be primarily responsible overseeing the dual immersion and ISA programs at Harvest.

Monica Ready, Assistant Principal, Harvest Middle School: Monica is in her first year in this position after serving as the District Elementary AVID coordinator; and Small Learning Communities Coach, Professional Learning Communities Lead and AVID coach for Napa High School. She has taught high school English prior to her administrative experience. Monica has been the administrative lead on this MSAP Project and on the International Baccalaureate programs.

Principal, Harvest Middle School: The District is currently advertising for a new Principal for Harvest and hopes to find an experienced IB-Middle Years Programme administrator. Linda Beckstrom, the current Principal is retiring but will continue to assist the school in preparing to become an IB school until a new Principal is hired. Linda has been a longtime proponent of the MYP, having investigated the program four years ago and participating in Level 1 Training with a team of teachers. Due to lack of funds she was not able to pursue the IB option for Harvest at that time but is excited that Harvest is included in this MSAP Project application.

Magnet Project Coordinator, Magnet Lead Teachers and Instructional Coaches: The District will hire qualified individuals for these positions upon notification of an MSAP award. Job Descriptions for these positions as well as Technology Support positions are attached. Currently there are four Magnet Lead Teachers serving in their third year of an MSAP grant cycle who would be qualified for the Magnet Project Coordinator position should they choose to apply. Lori Welty is an example of a qualified individual for this position.

(b)(2)(iii) Teachers who will provide instruction in participating magnet schools are qualified to implement the magnet theme curriculum

All current teachers at the proposed magnet schools have appropriate California multiple subject or single subject credentials and are CLAD certified. Current teachers at the magnet schools will be provided professional development in the magnet theme as described in this application to ensure they are qualified to provide instruction in the magnet theme curriculum.

The District will hire up to five new Spanish and Spanish Immersion teachers for Harvest Middle School and Pueblo Vista Magnet School upon notification of this MSAP project award. These teachers will have an appropriate single or multiple subject and Bilingual CLAD certified. Middle School immersion teachers will be qualified to teach core curriculum content in Spanish.

(b)(2)(iv) As part of its nondiscriminatory employment practices, applicant will ensure its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability

Napa Valley Unified School District Board Policy 4009 prohibits unlawful discrimination in employment as follows:

The Governing Board prohibits unlawful discrimination against and/or harassment of district employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation at any district site and/or activity. The Board also prohibits retaliation against any district employee or job applicant who complains, testifies or in any way participates in the district's complaint procedures instituted pursuant to this policy.

(b)(3) Knowledge and experience of key personnel in curriculum development and desegregation strategies

Elena Toscano and **Maren Rocca-Hunt** have a working knowledge of the 2010 Voluntary Integration Plan, the 2013 Voluntary Desegregation Plan and experience implementing the Student Selection Procedures through Board Policy 5116.1-Open Enrollment procedures. Maren is directly responsible for coordinator elementary school open enrollment and student assignment and **Mark Morrison** is directly responsible for coordinating secondary school open enrollment and student assignment. Their extensive experience in curriculum development is included in their resumes, which are attached.

Chuck Neidhoefer, the current Magnet Project Director, in-depth knowledge and experience in the District's 2010 Voluntary Integration Plan and the desegregation strategies included in the 2010 MSAP Project.

Ivan Chaidez, has considerable experience in English Learner curriculum development and knowledge of equity and access issues related to desegregation strategies. He will become more knowledgeable about the District's desegregation strategies through his work on the Equity Leadership Committee.

Sally Jensen Dutcher, attorney and District General Counsel: Sally 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 Program and Facilities Task Force and Advisory Committee's in developing the 2010 and 2013 desegregation strategies. Sally has been practicing education law for 25 years has been served as General Counsel to Napa Valley Unified School District for 20 years.

(c) Quality of Project Design

The District 2012-13 Program and Facilities Advisory Committee carefully considered the need for new magnet schools, taking into consideration the demographic make-up of students in various school, academic achievement, leadership and staff readiness to engage in whole school change, location and capacity of school facilities and parent interest in specialized programs.

The Advisory Committee ultimately recommended that Napa Junction Elementary School and Harvest Middle School be established as new magnet schools and to revise the program at Pueblo Vista Environmental Sciences Magnet School. Napa Junction was selected based on its location in the City of American Canyon and because it has a higher percentage of low-income and Hispanic/Latino students than the two other American Canyon elementary schools. The Napa Junction school facility is the oldest of the three elementary schools and is situated among older homes, light industry and an RV storage lot in the northern part of American Canyon. The other two elementary schools, Donaldson Way and Canyon Oaks Elementary, are located in the southern area of American Canyon closer to new residential developments. Canyon Oaks Elementary School, built in 2002, is located near the brand new high school, built in 2010, leaving Napa Junction somewhat isolated from and unattractive to families living in the newer residential areas. The facility is located on a large site and can accommodate up to 100 additional students, and the staff and teachers are capable and ready to transform the school.

Harvest Middle School was also selected based on student demographics, achievement, and location. The school is situated on a large middle school campus in the southwest area of the City of Napa and was remodeled in 2002 to create a modern open campus. There is currently

sufficient capacity for an additional 229 students. The campus is shared with River School, a small charter middle school that has attracted an increasing number of White students away from Harvest over the years.

Pueblo Vista Environmental Sciences Magnet School was selected for revision because it continues to have a significantly higher percentage of Hispanic/Latino students than the District K-8 average despite reducing minority group isolation in its first years as a magnet school. A greater impact had been hoped for when Pueblo Vista was first converted into a magnet school in 2010, when a predominantly Hispanic/Latino traditional school and a predominantly White alternative school co-located on the Pueblo Vista site were consolidated. Pueblo Vista is located in the northwest area of the City of Napa and remains well-suited to continue reducing minority group isolation. Northwood and West Park Elementary schools are within 1 mile of Pueblo Vista and each has a predominantly White student enrollment of 54.2% and 60.4% respectively. The Pueblo Vista site can accommodate up to an additional 200 students.

The Board of Education and Superintendent have a strong interest in expanding Dual Spanish/English Immersion programs as evidenced by the success and parent demand for the District's first immersion program at Napa Valley Language Academy. Based on that interest, the Advisory Committee recommended that (1) a Dual Spanish/English Immersion program be added at Pueblo Vista Environmental Sciences Magnet School, and (2) the Dual Immersion strand at Harvest Middle School be strengthened. Principals, teachers and respective communities were invited to become magnet schools and to select or add a specialized curricular theme consistent with the Advisory Committee's recommended "Vertical Articulation of Program Options".

Napa Junction Elementary School -STEM (Science, Technology, Engineering and Math)

(420 students in grades K-5)

For all of the reasons described in Competitive Priority 4 above, the Principal and teachers at Napa Junction chose to become a STEM school. Not only is Napa Junction uniquely situated to expand the technology base started through the District-New Tech Network (NTN)-NapaLearns partnership, but it employs a staff that has worked hard since the 2011-12 school year to become a high functioning Professional Learning Community that embraces project-based learning. The Napa Junction STEM School will meet purposes of the MSAP project as follows:

(c)(2)(i) ... [the] proposed magnet school will promote desegregation, including increasing interaction among students of different social, economic, ethnic and racial backgrounds

Student demographics at Napa Junction meet the District’s definition of a segregated school with 57.5% Hispanic/Latino students, 2.62% above the district K-8 average for this group. This is significantly higher than the two other elementary schools in American Canyon as shown in Table A. Asian/Filipino students are the second largest racial/ethnic group in American Canyon schools, followed by White students. Table A also shows that Napa Junction has a significantly smaller percentage of Asian/Filipino students at 18.6% than at Canyon Oaks or Donaldson Way.

Table A: Napa Junction Elementary School and Feeder Schools							
	African American not Hispanic	American Indian or Alaska Native	Asian/Filipino	Hispanic or Latino	Pacific Islander	White not Hispanic	Two or More Races
CANYON OAKS	6.9%	0.3%	40.7%	29.7%	0.6%	11.3%	10.0%
DONALDSON WAY	5.0%	0.2%	30.4%	31.5%	1.4%	21.9%	8.6%
NAPA JUNCTION	6.4%	0.2%	18.6%	57.5%	0.5%	12.4%	4.3%

The MSAP desegregation goal for this school is to reduce the minority group isolation of Hispanic/Latino students by attracting substantial numbers of American Canyon residents of other races/ethnicity who currently would attend other elementary schools within the District, primarily Canyon Oaks and Donaldson Way. The Principal and Magnet Lead Teacher will participate in the MSAP Marketing and Recruitment Plan to encourage more Filipino and other

non-Hispanic/Latino youth to attend Napa Junction while the school continues to address the needs of all Hispanic/Latino students who attend.

Building a Culture: Over the past three years, the Napa Junction staff worked with a new principal, Donna Drago, to formulate a vision, mission and set of core values. Following the DuFour model, Professional Learning Communities were introduced, SMART goals developed, and common assessments and data analysis instituted. Working collaboratively, the staff developed a vision, a mission statement and set of school values for Napa Junction in which *“Problem-solving and collaboration will be emphasized at a high cognitive rigor in order to foster lifelong learners. Napa Junction will be a place where all students are goal-driven, motivated, and find success, regardless of ethnicity, language proficiency, learning style, or socio-economics. Napa Junction staff will be a true Professional Learning Community. We will learn from each other, challenge each other, and support each other, in order to meet students’ needs. Ours will be a culture of interdependence.”*

To implement this vision, Napa Junction staff will participate in the *Equity Uncovered: Surprises and Solutions* diversity training provided by the District to further understand their school and staff-specific cultural competencies.

Napa Junction implements PBIS/BEST to create safe, predictable and consistent environments for students in which mutual respect is valued. The Principal will ensure heterogeneous class groups and project/theme unit groupings that promote collaborative and cooperative learning, which will include participation in a new Science Lab designed for science and engineering projects. Napa Junction will promote interaction among diverse students during recess and through other school activities such as school Science Fairs, field trips and festivals. The SPARKS (Sports, Play, and Active Recreation for Kids) physical education curriculum will

be implemented which encourages positive student interactions and how to play structured games.

Napa Junction will partner with Napa Valley College's HSI-STEM program to encourage college students to volunteer at Napa Junction and interact with students in STEM-related activities. Napa Valley College (NVC) has been awarded an HIS-STEM grant to enhance science, technology, engineering and math components with the goal of increasing the number of STEM degrees awarded to Hispanic/Latino students and to increase the number of NVC students transferring to colleges and university systems as declared STEM majors.

(c)(2)(ii) Each proposed magnet school will improve academic achievement for all students attending the school program, including in each instructional area or areas offered by the school

Napa Junction is the only Title 1 Program Improvement elementary school in American Canyon. The school is in Year 4 of Program Improvement. It did not make school-wide AYP in 2012 even though it met school-wide proficiency targets on state CST English Language Arts (ELA) and Mathematics tests. The socio-economically disadvantaged (SED) subgroup did not meet proficiency targets in (ELA) and the Hispanic/Latino and SED subgroups did not meet proficiency targets for mathematics.

Napa Junction - Spring 2012		
% at Proficient or Above		
	CST ELA	CST Math
All	43.4	58.4
White	44.4	58.3
Filipino	67.5	82.5
Latino	36.7	53.3
Socio-Econ. Disadvantaged	36.2	52.3
English Learners	37.4	59.3
Students with Disabilities	18.8	46.9

Napa Junction staff will continue to use the Professional Learning Community and Data Teams collaboration process to sustain a focus on student progress and needs in a cultural context. Grade level leads have developed school-wide SMART goals, determined performance indicators, and agreed on a school-wide strategy to enhance student learning and improve test

scores. Over the past three years, Napa Junction has introduced computer software and web-based curriculum to improve academic achievement and to zero in on specific student needs. These include *Imagine Learning English* for English language development, Scholastic Reading (SRI, *Read 180*, *Reading Counts*) and *System 44* for reading intervention, and *ST Math* (or “*JiJi*” *Math*) now offered at all grade levels. These computer-based and research-based curricula require students to use computers for specified time periods, from 30 to 80 minutes per week, to be fully effective.

At the same time, project-based learning (PBL) has been introduced in grades 3-5 that incorporates science and social studies standards with newly released California Common Core Standards in English Language Arts and Mathematics. Fourth and fifth grade teachers have participated in 3-days of PBL training presented by the Buck Institute for Education (BIE), while a part-time PBL coach has begun introducing project-based learning at all grades this year.

With MSAP funding, Napa Junction will build an effective, rigorous and engaging STEM school upon this foundation to ensure academic achievement in Science, Engineering and Math through technology-infused PBL that fully incorporates the California Common Core Standards and builds towards college and career readiness. STEM will be phased in over the three years of grant funding.

Year 1 - Science and Engineering: PBL work will expand, as every grade level will implement PBL units on an ongoing basis in the science or engineering strands. Teachers will receive professional development to implement the *Engineering is Elementary* (EiE) curriculum which, along with FOSS science kits, will be a central resource for each PBL unit. A STEM/PBL coach will support all grade levels with the design and implementation of PBL units. A Science Lab will be created where a STEM specialist will co-teach with classroom teachers. The lab will

be equipped with *Engineering is Elementary* (EiE) and FOSS kits, lab tables and stools, a deep sink with hot and cold water, a variety of supplementary equipment, a teacher demonstration table, a computer, and a Promethean Board. The purpose of the lab is to teach science standards supported with both California Common Core ELA and Math standards. The new ELA Common Core Standards for reading demand that all students be able to comprehend texts of increasing complexity as they move through their academic career. Exposure to and “close reading” of the informational text embedded in the teaching and learning experiences of science and engineering will guarantee students’ literacy growth. Students will learn to use math in authentic settings, which will deepen their understanding of the concepts teachers have introduced. STEM coaches will work collaboratively to ensure that all instruction is aligned to the PBL units and incorporates community outreach.

This first year of STEM will focus on professional development for teachers specific to science and engineering. Student field trips to the Lawrence Hall of Science, the California Academy of Sciences, the Exploratorium, and the Bay Area Discovery Museum will bring life to STEM curricular areas. Several staff members will begin the process to become STEM certified through national programs.

Year 2 Technology: In addition to science and engineering, the first year will include adding computers and technology equipment. Technology will be the next focus as the amount of iPads and desktops on campus increases, providing greater opportunities for student and staff access. While the first year will focus on initial instruction and planning, the second year will dive deeper into the learning experience with full use of technology. Staff development will focus on solidifying the staff’s competency in the use of technology in teaching by attending the CUE (Computer Using Educators) conference, becoming Google certified trainers and pursuing

a Masters of Education degree in Educational Technology through our partnership with Touro University. STEM certification training will continue in the second year.

Year 3 Math: The school has sufficient math curriculum and resources, such as Pearson's *enVision* program supported by *ST Math*. Rather than adding a new math core program, staff will focus on finding better ways to teach mathematics while supplementing resources to ensure alignment with new California Common Core Mathematics Standards. With the goal of substantially increasing the percentage of students reaching proficiency or above in math, staff will bring *PowerTeaching* into all classrooms. Developed by the Success for All Foundation, *PowerTeaching* is an instructional framework that links Common Core State Standards and school curricula to research-proven instructional strategies, and supplemental classroom resources that promote rigor and student engagement. *PowerTeaching* empowers students to work together to improve their understanding of mathematics concepts and encourages students to take ownership of their learning during multiple opportunities for practice and evaluation. With over 25 years of research, *PowerTeaching* has been demonstrated to increase academic success by establishing a student-centered classroom through the use of compelling concept presentations, assessments for learning, and student learning teams.

(c)(2)(iii) Each proposed magnet school will encourage greater parental decision-making and involvement

Napa Junction will focus on providing information and workshops to its active PTA, School Site Council and ELAC groups about STEM subjects and careers. College student volunteers from NVC's HIS-STEM program will be asked to participate in parent education activities.

In addition to their duties as STEM coaches, these instructional leaders will also participate in community outreach activities by searching out community members and parents working in STEM-related fields such as the health industry, and in technology firms to participate in PBL work (volunteering in classrooms, serving as experts, sitting on presentation panels, donating materials, etc.) in an effort to engage community professionals in the Napa Junction STEM program.

The school will also present Lawrence Hall of Science (LHS) festivals in which LHS presents on our campus. These festivals will foster a family-friendly environment that encourages participation in science activities by students along with their families. Festivals will offer a safe and welcoming environment to increase parent involvement on the site, as well as incorporating volunteers and recruiting new students.

Harvest Middle School

(834 students in grades 6-8)

Harvest Middle School chose the International Baccalaureate-Middle Years Programme (IB-MYP) as its specialized magnet program. The existing Spanish/English Dual Immersion strand will be incorporated into this international context as part of the IB-MYP Language B requirement, which will, in turn, extend Spanish language instruction to all students. Harvest leadership, staff, parents and students overwhelmingly chose the IB-MYP after an inclusive process that involved staff and parent surveys, interest-based problem solving staff meetings, parent advisory meetings and student focus groups.

Harvest's Dual Immersion strand has been a continuation program for students attending Napa Valley Language Academy (NVLA) for many years and both schools have been

designated International Spanish Academy (ISA) schools by the Spanish Ministry of Education and Science. Despite this recognition, parent groups submitted a petition to the District to expand NVLA's program to include grades 7-8. In choosing the IB-MYP, Harvest recognized that it could offer a comprehensive, internationally-designed model for learning to all students. In keeping with the Advisory Committee recommendations regarding vertically articulated programs, the IB-MYP will provide a continuum for students attending the District's two IB-PYP schools.

The MYP provides a holistic approach to learning that promotes international-mindedness and multilingual abilities. The curriculum of eight core academic subjects is taught through structured inquiry, is interdisciplinary and integrated through global contexts for learning. At Harvest, students will be challenged to be "inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced and reflective" all characteristics of the MYP Learner Profile. The IB organization provides an online curriculum center that is connected to teachers worldwide.

It is an exciting time for Harvest to begin implementing the MYP, as the International Baccalaureate Organization is developing the Next Chapter evolution of the MYP and the new California Common Core State standards are being implemented. The core philosophy of the MYP will remain that of structured inquiry, which is also at the heart of the new Common Core State standards. MYP's content subject guides will be in alignment with National Common Core Standards and a global common assessment process will be established.

(c)(2)(i) Each proposed magnet school will promote desegregation, including increasing interaction among students of different social, economic, ethnic and racial backgrounds

Harvest Middle School meets the District's definition of a segregated school with 64.99% Hispanic/Latino students, 10.11% above the district K-8 average of 54.88% for this group. In addition, White students from Harvest enrolled in River School, a charter middle school located on the Harvest campus. In 2011-12, 89 White Harvest resident students attended River School while only 24 Hispanic/Latino Harvest resident students attended River School. The goal of this MSAP project school will be to reduce minority group isolation of Hispanic/Latino students by attracting substantial numbers of students of other races/ethnicity from 1) the Harvest resident attendance area, 2) IB and Dual Immersion elementary schools who choose to continue their IB or Dual Immersion programs; and 3) residents from within the district.

The IB-MYP is a proven comprehensive and holistic school model that is well-known in the community of Napa; that, in combination with offering Dual Immersion and Spanish language acquisition options to all students, will be attractive to White and Hispanic/Latino students alike. White students living in the Harvest attendance area, as well as those who attend Dual Immersion or IB-PYP elementary schools will be given priority to attend Harvest. If a substantial number of White students currently enrolled at these schools chose to attend Harvest, it would be possible to effect at least a 2% reduction in minority group enrollment by the second project year as projected in Table 3-Magnet School Enrollments.

Harvest currently has sufficient space for 229 additional students. River School has expressed interest in relocating to its own school site and the District has included that interest in its long-range facilities planning. The time frame for relocating River School remains uncertain, but Harvest would have space for an additional 372 students whenever River School is relocated.

The essential cultural component of all IB programs is intercultural awareness and international-mindedness. Consistent with the mission of the IBO, Harvest will “*aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect....and encourage its students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*” By internalizing these aims into the culture of Harvest Middle School, the staff and students will become culturally aware, respectful and open-minded about different social, economic, ethnic and racial backgrounds. Evidence of this change in school culture will be student ownership of the IB Learner Profile.

MYP students work collaboratively through units of inquiry that are integrated through global contexts for learning. Harvest will ensure heterogeneous class group and collaborative inquiry groupings to enhance interactions among students. Harvest will ensure that students from all demographic groups are encouraged to participate in activities, such as the Leadership, Safe School Ambassador Program, Mathletes and Science Fair and in art, music and yearbook. Harvest staff will develop additional activities with an international focus that will honor different cultural, racial and ethnic backgrounds of the students, such International Day, Cinco de Mayo or Dios de Los Muertos activities, Festival of Flags or Mock United Nations.

As Harvest begins to implement the IB-MYP, administration and staff will participate in the self-assessment diversity training “*Equity Uncovered: Surprises and Solutions*” provided by the District to further understand school and staff-specific cultural competencies. Staff will determine from this activity further diversity training appropriate for their specific goals to ensure cultural competency.

Harvest offers the Advancement Via Individual Determination (AVID) program that is designed to encourage low-income students to develop higher educational goals and to prepare them for demanding coursework. Harvest may consider how it can use AVID to foster interaction between students from different social, economic, ethnic and racial backgrounds who have a background in which higher education is part of their family’s experience and those who have never considered it.

(c)(2)(ii) Each proposed magnet school will improve academic achievement for all students attending the school program, including in each instructional area or areas offered by the school

Harvest is a Title 1 school and is in Program Improvement, as are all district middle schools with the exception of River School. Harvest is in Year 4 of Program Improvement and did not make school-wide AYP in 2012 even though it met school-wide and all subgroup proficiency targets on state CST English Language Arts (ELA) tests. Harvest did not meet school-wide or Hispanic/Latino, SED and English Learner subgroup proficiency targets on state CST Math tests.

Harvest Middle School - Spring 2012		
% at Proficient or Above		
	CST ELA	CST Math
All	54.2	45.8
White	76.3	67.7
Latino	42.4	34.5
Socio-Econ. Disadvantaged	40.4	34.1

English Learners	27.0	21.9
Students with Disabilities	29.2	21.0

Improving academic achievement is a consistent goal for Harvest Middle School. The IB-MYP program expects students to become competent in its core academic subjects of humanities, sciences, mathematics, arts, physical education and technology, and to think and apply that knowledge. Students will be expected to demonstrate the ability to think critically, be creative, communicate and collaborate and to use technological resources for active learning. Harvest will ensure that IB core subjects and units of inquiry are aligned with California Common Core State standards (CCCS). As the Next Chapter of IB assessment is developed, Harvest will ensure the implementation of these assessments are also aligned with CCCS standards.

Harvest currently implements a variety of core, strategic and intensive programs and strategies to address the diverse learning needs of its students that are designed to provide all students access to the rigorous CCCS standards, and will continue to provide these programs through IB implementation. Professional Learning Communities (PLC’s) will continue to support student achievement and data analysis and to provide a context for teacher discussion about student progress and needs that can include discussion of academic achievement in a cultural context. **English Language Development** is provided to all students that qualify, as are **Special Education** services. Reading support through *Read 180*, *System 44*, and *English 3D* computer-based programs will continue to be provided for students needing support.

All English language learners and special education students will participate in IB-MYP instruction and activities as part of the whole school international and multicultural program. The IB Student Profile will be incorporated into the culture of Harvest Middle School as a way of

providing a positive behavioral intervention and support system and may incorporate continuing PBIS/BEST strategies.

Harvest teachers have been trained in project based learning, providing inquiry-based strategies readily transferrable to developing collaborative units of inquiry. Harvest teachers will also participate in *Project Based Learning for English Learners* training to support English Learner access to IB-MYP units of inquiry. Similarly, AVID will continue to be a method to encourage and prepare low-income students for the rigorous subject content of the IB core courses.

One of IB-MYP's core subject areas is technology in which students learn both the design cycle and the use of technological resources to retrieve, interpret, organize and present information. With MSAP funds, Harvest will support a Technology Instructional Coach to assist teachers in embedding technology into the IB-MYP curriculum and to teach the design cycle. Harvest boasts seven teachers on staff who have completed the Master of Arts in Educational Technology through Touro University, with two more currently enrolled in the program. An Innovation and Technology Team meets weekly, focusing on technology-infused teaching and learning.

(c)(2)(iii) Each proposed magnet school will encourage greater parental decision-making and involvement

The IB-MYP culture of internationalism and inquiry will be incorporated into all current parent groups, including the Parent Faculty Club (PFC), School Site Council, English Learner Advisory Council meetings and events to help inform and engage parents in the school. Student Led Conferences and AVID Parent Nights are excellent opportunities that allow students to share their learning experiences with parents directly.

The PFC is an active group that encourages parents to become involved in volunteering for school events. Together with the Bilingual Community Liaison, the PFC will reach out to underrepresented parent groups and identify events and activities that would be meaningful for them. The IB-MYP program involves community service and a culminating project. Parents will be encouraged to volunteer as mentors and/or judges at the presentation of the culminating projects.

As the IB-MYP is implemented, the Leadership team will develop plans to increase the types of programs that will bring parents and the community into the school. Activities will include opportunities for students to demonstrate their new inquiry skills, knowledge and language acquisition that will inform parents and the community about the MYP program.

Pueblo Vista Environmental Sciences Magnet School

246 students in grades K-5

After consultation with that Pueblo Vista staff, its new Principal wholeheartedly accepted that the recommendation to add a Dual Spanish-English Immersion program to the Environmental Sciences theme was in the best interest of the school and broader community. It had become apparent that the Environmental Sciences theme alone was not attracting students to the school, despite increased student achievement since becoming a magnet school. The District had hoped Pueblo Vista would grow in both size and diversity as a magnet school. Cognizant of the fact that the Napa Valley Language Academy Dual Immersion program was in high demand, with an annual waiting list of at least 100 linguistically, socio-economically and racially diverse students on a waiting list to get in, made the choice all the more apparent.

With MSAP funds, Pueblo Vista will implement a modified 90/10 model which is considered the most effective method of Dual Immersion to meet the school's intended goals for students: 1) to become bilingual and bi-literate in English and in Spanish; 2) to achieve high academic standards in both languages; and 3) to demonstrate the ability to communicate, cooperate, and think critically about local and global issues through project-based learning. The Dual Immersion program will be integrated into the school's existing environmental sciences theme.

In over forty years of research since the development of the Dual Immersion Model, the most effective practices for accomplishing the purpose have been identified and standardized. These core elements include **class composition** of a balanced number of native English speakers and native speakers of the target language (Spanish at Pueblo Vista); **significant instruction** in the target language in the early grades (90% in grades K with a gradual increase of English instruction until reaching parity or 50/50 in grade 3); **separation of languages** for instruction (teachers use only Spanish during Spanish time and only English during English time); **excellent instructional practices** providing comprehensible input for all learning styles through hands-on, experiential techniques in a language-rich environment; **incorporation of psycholinguistic and socio-cultural strategies** as an intricate part of each student's educational experience beginning in kindergarten; and **parental involvement**, support and participation.

The modified 90/10 model is based on a combination of research in immersion education in Canada and bilingual education research in the United States and other parts of the world. Students are immersed in the target language beginning in kindergarten, and gradually increase the amount of English instruction each year. Students learn all academic subjects in Spanish, with formal English reading instruction beginning in kindergarten. Students who are English

learners begin structured English Language Development in Kindergarten and continue until they are re-designated as fluent English proficient. The United States Department of Education has recognized Dual Immersion as one of the few programs that is making a significant difference in the drop-out rate for students of Latino/Hispanic background.

(c)(2)(i) Each proposed magnet school will promote desegregation, including increasing interaction among students of different social, economic, ethnic and racial backgrounds

Pueblo Vista continues to meet the District's definition of a segregated school with 80.49% Hispanic/Latino students, 25.61% above the district K-8 average of 54.88% for this group. The goal for this school is to reduce the minority group isolation of Hispanic/Latino students by attracting substantial numbers of students of other races/ethnicity from within the District.

It is expected that the Dual Immersion program will naturally move Pueblo Vista toward that goal. The model is designed to provide all students the opportunity to interact with one another through language learning and in so doing, make significant contributions to the education of their peers. Students from diverse linguistic, social, and cultural backgrounds are important and necessary to the success of the program. All students are fully integrated through a structured, balanced and collaborative educational design. In order to implement the Dual Immersion model in a manner consistent with current research, Pueblo Vista will to strive to achieve a linguistic balance of 50/50 (English/Spanish) in its student population in every classroom.

Enrichment 90/10 and 50/50 one-way and two-way developmental bilingual programs are the only programs we have found to date that assist students to fully reach the 50th percentile in both L1 and L2 [native and target language] in all subjects and to

maintain that level of high achievement, or reach even higher levels through the end of schooling. The fewest dropouts come from these programs. Collier and Thomas, 2001

Students will demonstrate an understanding, respect, and appreciation for speakers of other languages and other cultures through participation in the sociolinguistic activities of the Dual Immersion Program, interaction with international sister schools through the Monarch Sister School Program, guest speakers, and guest performers from other nations, and assemblies that support positive school culture.

To encourage positive student interactions, the SPARKS (Sports, Play, and Active Recreation for Kids), a specific physical fitness curriculum designed to teach the importance of physical fitness and how to play structured games, will be used. The SPARKS programs are designed to be more active, involve all children, incorporate social skills, and place equal focus on health-related fitness and skill development. The school's physical education equipment aligns with the specific lessons taught in the SPARKS curriculum; and it will be made accessible to students during recess to promote structured games that foster a safe play environment and promote interaction.

Getting kids better educated, making sure they have access to physical-fitness activities during the school day and outside [school] is important... Michelle Obama, 2009

School lunch tables and the playground will truly integrate across racial, ethnic, economic, and social groups. To provide a variety of resources for all students, Pueblo Vista will work collaboratively with the Boys and Girls Club to develop enrichment classes in the after school program that will create a parallel program that enhances the dual immersion and environmental science themes. Enrichment classes will include culminating projects in the school garden, science lab, or technology. Enrichment Spanish classes will be offered for extra

practice and for those students currently attending Pueblo Vista who will not be directly involved in the dual immersion program as it is phased in. There will also be intervention/enrichment classes for students who are exceeding grade level expectations as well as those below grade level. This is just one of the ways Pueblo Vista intends to increase interaction among students from different social, economic, ethnic, and racial backgrounds.

By uniting these two groups of students [language majority and minority], two-way bilingual programs help to expand our nation's overall language competence by conserving and enhancing the language resources that minority students bring to school with them and promoting the learning of other languages by English speakers. Donna Christian, 1994

When presenting Pueblo Vista's Dual Immersion program to prospective students and families, the school's culture will be made evident that living and working in a culturally diverse community is a program expectation, and that understanding and respecting diversity is a valued program goal.

Staff of Pueblo Vista will plan weekly in Professional Learning Communities to include activities that ensure students interact in a myriad of ways. As project-based learning is employed as a methodology students will work in heterogeneous, collaborative cooperative groups that allow for students of diverse backgrounds to interact. Students and staff will not only learn about each other from working together, they will also utilize curriculum and technology to study interrelationships among science, the environment and the everyday world. Project-based thematic units will incorporate experiences from different parts of the world to allow students to understand some of the benefits and/or hardships that students and families experience in other countries and cultures. Virtual field trips using Skype on Promethean Boards will allow classes to video-conference with people all over the world. This technology will make it possible for

students and staff to have an accurate picture of and sensitivity to, the lives of people from various cultures. A combination of environmental stewardship and global bridging will be evident through projects with international organizations such as the Monarch Sister Schools Program.

And finally, the staff of Pueblo Vista will be involved in continuous trainings to provide a safe, respectful, and responsible learning environment through Positive Behavior Intervention Systems (PBIS) using BEST and Second Step. These professional development trainings will foster a community culture that will continuously work together to create an atmosphere of quality learning and connectedness for all students. Staff members will participate in the self-assessment diversity training “*Equity Uncovered: Surprises and Solutions*” provided by the District to further understand school and staff-specific cultural competencies. Staff will understand and celebrate the diversity and richness of Pueblo Vista’s student population.

(c)(2)(ii) Each proposed magnet school will improve academic achievement for all students attending the school program, including in each instructional area or areas offered by the school

Pueblo Vista is a Title I school in Year 5 Program Improvement. Even though all subgroups met AYP Safe Harbor criteria and met proficiency targets in CST ELA and Math tests, Pueblo Vista did not make school-wide AYP in 2012 and did not meet school-wide proficiency targets on the CST Math tests.

Pueblo Vista - Spring 2012		
% at Proficient or Above		
	CST ELA	CST Math
All	40.4	40.8
White	63.6	54.2
Latino	35.2	37.8
Socio-Econ. Disadvantaged	34.5	36.1
English Learners	29.9	34
Students with Disabilities	21.4	18.8

Pueblo Vista will begin implementing the Dual Immersion program in two Kindergarten and one first grade class beginning in the 2013-14 school year. An additional dual immersion class will be added each subsequent year based on enrollment. Students in grades 2-5 next year will continue through the existing programs until the entire school has evolved into a whole school Dual Immersion campus, continuing students from the change in school culture that will be developed through the Dual Immersion program as well as the enhanced professional development in language acquisition strategies that will be provided to teachers.

The success of the Dual Immersion Program Model is most evident through the achievement of its students. Not only do immersion students graduate from the program fully bilingual and bi-literate, most demonstrate higher academic achievement levels than their monolingual peers as evidenced by the Pueblo Vista data. Dual Immersion students develop high levels of self-esteem and appreciation of others. They realize the strength of collaboration and fully recognize the mutual benefits of teamwork. These students have the wealth and depth of two

linguistic systems, which increases their ability to problem solve, analyze, and comprehend a variety of academic tasks.

The instructional day in the Dual Immersion Program is divided in the following manner:

Table I		
Grade	%Spanish	%English
K	90%	10%
1st	80%	20%
2nd	70%	30%
3rd	50%	50%
4th	40%	60%
5th	40%	60%
6th	30%	70%

In kindergarten, students spend 90% of their day in Spanish and 10% in English. The amount of English instruction is gradually increased yearly and by third grade the percent of time in English and Spanish reaches parity. The third column of Table I indicates the percent of English instruction for native English speakers. The additional amount of time given to English learners in ELD spent at each grade level is 40-45 minutes daily.

Pueblo Vista’s educational program will integrate the California Common Core State (CCCS) standards with research-based strategies and technology-infused instruction. At the core

of the program is direct and explicit instruction in English (and Spanish beginning next year) language arts, mathematics, English Language Development (ELD), science, and social studies. With MSAP funds, specialists in technology, science, and garden will be added to support teachers and students in science projects designed to infuse language learning and integrated student interaction.

Students are provided a balanced literacy program which includes the state adopted text and supplementary materials. Other core instructional areas such as mathematics, Science, ELD and social studies are also taught daily using a variety of materials and resources that address the individual needs of students. MSAP funding will help provide additional materials in Spanish Language Arts and other core content areas.

In Project Year two, all teachers will be trained in Data Cycles by the Leadership and Learning Center in Decision Making for Results. In professional learning communities, teachers will identify key standards and specific instructional strategies such as GLAD and interventions for students who are not yet proficient. Grade Level Teams will be working together to create SMART goals for each essential CCCS, create common formative assessments and a systematic intervention system as needed.

Dual Immersion schools must develop alternative methods of assessment and evaluation that accurately and appropriately measure student growth and achievement in two languages. Student achievement in both languages must be carefully assessed and analyzed to provide a complete picture of student growth. Students will participate in performance based assessments that require a high level of technology exposure. Students will be expected to respond to questions independently using computers. A technology plan has been created to ensure all students have equal access to technology in their classrooms.

English Language Development (ELD): All students at Pueblo Vista receive daily instruction in English Language Development in accordance with CCCS standards. For students who are English learners, the English instruction includes structured English Language Development (ELD) delivered at the student's level of English proficiency. Pueblo Vista uses state adopted ELD curriculum. Teachers use whole group, explicit instruction to introduce new concepts and vocabulary in small, leveled group instruction to differentiate and reinforce the ELD standards that are being targeted for each group of English learners. Students also engage in cooperative group activities and independent practice to acquire linguistic competency.

English and Spanish Language Arts: For the Dual Immersion program, Pueblo Vista will use state adopted texts for delivery in both Spanish and English Language Arts instruction. Students will receive instruction daily in both English and Spanish. All current Pueblo Vista teachers have been trained in and use the *California Treasures* reading program in grades K-5. The new Kindergarten and first grade teachers will be trained in *California Tesoros de lectura* in the first year and each subsequent year as the staff increases.

All teachers at Pueblo Vista will be trained in and use Guided Language Acquisition Design (GLAD) to engage students and improve literacy skills. All instruction in reading will be designed to build students' literacy skills to meet state standards in both English and Spanish, and ELD standards. In Project Year one, all teachers will receive GLAD Tier I training followed by class demonstrations and coaching in the classroom. In Project Year two, new teachers will attend the GLAD Tier I training, and two teachers will attend the GLAD Tier II training to become GLAD certified trainers, who will train staff each subsequent year to establish sustainability.

The native language and the second language are complementary rather than mutually exclusive. Further, native language proficiency is a powerful predictor of the rapidity of second language development. Kenji Hakuta, 1990

Writing: All students in grades kindergarten through six are instructed in the writing process and regularly take their work through revisions and editing to the publishing stage. Students monthly write to teacher developed prompts based on the state writing standards to develop their competency in the various genres of writing. Assessments for our project-based learning thematic units will be done using expository writing linked to the CCCS standards. Rubrics and student checklists will be used school-wide throughout the writing process.

Interventions: Pueblo Vista will continue to use district reading interventions such as *System 44*, *Next Generation*, and *iReads* for intervention services. Use of *Imagine Learning English* in English and Spanish will also be used to help students who need assistance in reading. Pueblo Vista will take a systematic approach to intervention using data analysis through Data Teams. Bilingual instructional assistants in grades K-2 will work with students on targeted skills and to support language acquisition in Spanish and English.

Project-Based Learning (PBL): Project-based thematic units using targeted GLAD strategies will provide opportunities for language acquisition in both English and Spanish. PBL thematic units will be the primary strategy for integrating language acquisition and the existing environmental sciences theme. PBL using CCCS standards will be used at all grade levels to experience “hands-on” instruction in the science lab, computer lab, and in the culinary garden. Teachers will use technology-infused instruction to support their PBL thematic units, including iPads, Promethean Boards, and classroom computers. The science lab and culinary garden will be integrated into each year’s lessons; building students’ ELA and science knowledge from

grade level to grade level. Students will learn about plant life as they cultivate vegetables in our culinary garden, and families will work together to produce a harvest that can be shared with the community.

Seven out of eight of Pueblo Vista staff members have received introductory training on PBL through the Buck Institute of Education (BIE). During Project Year one, four new staff members will need the introductory training by BIE. Each subsequent year, as enrollment increases and new teachers are hired, professional development in PBL will be provided.

Science Curriculum: Pueblo was awarded an MSAP grant in 2010 to develop an Environmental Science theme. That theme will continue with a shift in focus to emphasize prominent industries in the Napa Valley, such as agriculture and the culinary arts which will provide a real-life common basis for dual language acquisition. Thematic units will focus on organic gardening in the school's garden and the creation of a cooking station will be used for culinary arts units. Students will also learn earth, life, and physical science concepts within the context of the school garden.

The Life Lab Science Program and the *California Foundation for Agriculture in the Classroom* will be valuable resources in developing PBL experiences in English and Spanish. The *Life Lab Science Program* offers quality professional development opportunities that teach how to connect garden-based learning to academic content standards. Both *Life Lab Science Program* and *California Foundation for Agriculture in the Classroom* have Spanish resources that will enable Pueblo Vista staff to teach environmental science concepts through Spanish language development.

Students will continue to attend environmental education field trips to locations such as Connolly Ranch, a local farm-based environmental education program. Here they will learn

about farm life, the role of farm animals, the concepts of ecology and sustainability along with an appreciation for nature. They also learn about organic gardening, the sources and benefits of healthy foods, and an understanding of how nature works to sustain us. Students will also participate in programs offered through Napa Sanitation District such as tours of the Water Recycling Facility where students will learn about water recycling and water quality protection. This facility also offers an opportunity to participate in an ongoing habitat restoration project.

(c)(2)(iii) Each proposed magnet school will encourage greater parental decision-making and involvement

Communication between school and families will be enhanced with a new website that will serve as a communication hub. It will be used to keep parents involved and informed by including available classroom web pages, school event calendars for multiple grade levels, blog sites, etc. Parent-link messages, sent home via telephone, will be created by students and parents and sent to families. The website will be translatable into Spanish as well as all communications to families.

Pueblo Vista will offer events, initiatives and everyday practices to welcome, honor, and connect families to the school learning community. A first year goal will be to establish a Magnet Sustainability Committee that will meet quarterly to ensure community involvement throughout the implementation. The school's bilingual Parent Liaison will work closely with the Magnet Sustainability Committee and the Parent Club to engage families, evaluate family relationships/partnerships, and recognize ways to improve current family engagement levels.

Pueblo Vista will offer cultural bridging events for parents that are related to the magnet themes, such as a multicultural cooking class taught by chefs from the Napa Valley using produce from the school garden in addition to technology classes, and health and fitness classes.

With a committed Parent Faculty Club, Pueblo Vista enjoys parent participation at regular events such as: Coffee with the Principal, the Latino Family Literacy Project, and English Language Advisory Committee (ELAC). A Spring carnival for Dia de los Niños and a Fall Family Dinner featuring food from the garden, a Back to School BBQ, Family Science Nights, Family Garden work parties, joining students to sell plants and produce from our garden at the local Farmers Market, and movie nights in December and in March are all events planned to attract both current and prospective parents and community members.

The Parent Liaison will work with the staff and parents to increase and monitor volunteer opportunities in the classroom and throughout the school. Pueblo Vista staff fully recognizes the vital role that parents play in the success of students and will work tirelessly to connect families to school, ensuring they are welcomed, valued, and needed. The Parent Liaison and Intervention Specialist will collaborate to train parents so they feel more comfortable coming into the classrooms to assist during instruction. Parent volunteers will be encouraged to be lunchtime readers in either Spanish or English to promote reading fluency and foster a love of reading.

Pueblo Vista will increase interaction among families of different backgrounds through these and various other events including Food Festivals, Convivios and student performances and presentations of PBL projects in two languages.

(d) Budget and Resources**(d)(1) The adequacy of the facilities the applicant plans to use for the project**

Napa Junction Elementary School, built in 1952, is the oldest of three elementary schools in American Canyon. All of the District's elementary schools were built in the late 1940's to mid-1950's, with the exception of Canyon Oaks Elementary School built in 2002. The District successfully passed three bond measures over the last 15 years to for the purpose of upgrading electrical systems for computer connectivity, HVAC; adding multi-purpose rooms, and to build a new high school in American Canyon. Napa Junction received electrical, HVAC parking lot upgrades and school entrance enhancements. All schools in American Canyon have recently been set up for wireless networking, including Napa Junction.

For facilities planning purposes, each elementary school is allocated space in grades K-5 for class sizes of 25 students per teacher with additional supplemental rooms. Again, for planning purposes, each elementary school is allocated space for a Library, Computer Lab, and 3 Supplemental Classrooms which may be used for Special Education classrooms or for other purposes at the discretion of the Principal with approval from the Facilities Department. Napa Junction's original multi-purpose room remains in good shape and is an appropriate size for a school having capacity for up to 587 students. The school has a Library, a Computer Lab and a Special Education classroom. The school has a current enrollment of 420 with sufficient space for a new Science Lab and an additional 100 students. With the advent of technology-infused instruction, desktop computers will be set up in classrooms to be readily accessible to students and all classrooms are adequately wired and wireless to accommodate new computers, iPads and Chromebooks needed for the STEM program at Napa Junction.

Harvest Middle School is located on a large middle school campus in the southwest area of the City of Napa, originally built in 1954 as Ridgeview Junior High School. Ridgeview was closed in the mid-1980's and used to house various district offices and programs. River School occupied a portion of the closed school since 1999. Projections of increased enrollments at the middle school level necessitate remodeling and reopening Ridgeview as a middle school. Ridgeview was renamed Harvest Middle School and reopened in 2002. River School and Harvest have shared the campus since 2002.

The school was remodeled at opening with upgraded wiring, HVAC and attractive painting. A new lunchroom and gymnasium were added to the site. More recently, a second gymnasium, swimming pool and artificial turf and track were added. Harvest is on schedule to become completely wireless by August 2013 to accommodate increased technology-infused instruction.

For planning purposes, middle school loading is based on 25:1 for 6th grade classes and 27:1 for 7-8th grade classes, with additional allocations for special education classrooms. The facility provides for the complete array of middle school courses and activities. River and Harvest share the library, gymnasiums and common areas but occupy separate areas of the campus.

River School has expressed interest in relocating to its own school site and the District has included that interest in its long range facility planning. However, the time frame for relocating River School remains unknown. In the meantime, Harvest has sufficient space for 229 additional students and will have space for an additional 372 students when River School is relocated.

Pueblo Vista Magnet School is also an older school built in 1954 and is located in the northwest area of the City of Napa. Like most elementary schools, Pueblo Vista received electrical, HVAC and upgrades. The original multi-purpose room is of sufficient size for a school

with a capacity of up to 500 students. There is a small garden on site with sufficient space for expansion as part of the proposed organic gardening. There is sufficient space to create a cooking station to be used in the culinary arts program. Pueblo Vista has already been set up for wireless computing. Several classrooms are currently being used for an independent study program which could be moved if Pueblo Vista experiences the hoped-for growth in students. The location of Pueblo Vista remains well suited to continue reducing minority group isolation. The school site can accommodate an additional 200 students.

(d)(2) The adequacy of the equipment and supplies that the applicant plans to use for the project

The equipment requested for all three magnet school programs is primarily for the computers, iPads, and Promethean Boards necessary to implement the District's system reform of technology-infused project based curriculum proposed by each school. And particularly Napa Junction STEM school, that will rely on technology devices to implement its ST Math and EiE math and engineering curriculum. The number and types of technology devices are sufficient to provide access to elementary students at least a 2:1 ratio, students to devices.

Napa Junction requests supplies to create a Science Lab and science kits for that Lab. Pueblo Vista requests gardening and cooking supplies to support its parent involvement and dual language learning activities in the garden and in culinary arts. The requested supplies and equipment are adequate to meet those needs.

Harvest Middle School requests such supplies as IB brochures and marketing materials for recruitment fairs, but the bulk of their requests are for AVID and other curriculum materials needed to prepare students for the challenging course work in the IB program. The District has minimal supplies and equipment needs and those requested are adequate for its purposes. The

District has chosen to request the majority of its funds be put toward people who will support the magnet schools and promote diversity at the schools through a comprehensive recruitment and marketing plan.

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

The requested MSAP funds are reasonable and adequate in light of the objectives of this project. As stated above, the District has chosen to focus its budget on providing direct support to the school sites to enable them to develop high quality educational programs and that provide instruction in systemic reforms and within the magnet themes that result in increasing student achievement. (Objectives 2-6) The District will provide direct support to the magnet schools through the Project Director, Coordinator, Office Assistant/Account Clerk, Technology Support and Marketing/Recruitment. The District focuses its budget on reducing minority group isolation in the three schools by developing and implementing a comprehensive marketing and recruitment plan. (Objective 1)

In turn, the school site budgets are heavily weighted toward professional development, coaching and support to ensure a high quality magnet program is created.(Objectives 2-6) The successful magnet and systemic reform, and increased academic achievement will in turn attract students from diverse social, economic, racial and ethnic backgrounds. (Objective 1)

(e) Evaluation Plan

1) Includes methods that are appropriate to the project; (2) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement; and (3) Includes methods that are objective and that will produce data that are quantifiable.

The evaluation of this project will be conducted by American Educations Solutions (AES) in partnership with the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at University of California at Los Angeles (UCLA). A description of AES is provided in Section B- Quality of Personnel. Evaluation of this project will assist school staffs and district personnel to modify and improve project performance and produce information needed by the United States Department of Education to properly evaluate project effectiveness.

Data Collection: This evaluation will draw on a wide variety of data to provide substance and context for both formative and summative reports. Quantitative, extant data (e.g. enrollment information, standards-based assessment results) will be used in conjunction with questionnaire, interview and observation data, as well with qualitative data (e.g. school improvement plans, curriculum materials, professional development records) to ensure a thorough and balanced evaluation. AES will develop a complete set of data collection instruments (including surveys, document requests, and walkthrough, observation and interview protocols) designed to provide sufficient information to address the objectives and performance measures described in Section A- Plan of Operation, and to supplement extant data. However, **extant data will be used whenever possible** to lessen the burden on school-based and project staff.

Data to be collected will include student achievement, demographic, enrollment and other documentation that will help in determining the quality and extent of MSAP implementation. AES will collect standards-based test score data (e.g., school and grade level English language arts, mathematics, and science) needed to address performance measures related to student academic achievement. Enrollment data disaggregated by race/ethnicity as reported on the October CBEDS (California Basic Educational Data System) will indicate the extent to which each school and the project succeeds in meeting desegregation related performance measures including reducing minority group isolation. Student selection and student enrollment data will also be reviewed to help explain the extent to which the reduction in minority group isolation performance measures were attained and to help determine how performance in this area can be improved.

AES will request other documentation and information from magnet school and MSAP staff such as: ► **descriptions of and dosage** (e.g. the amount of program delivered) **for units and courses** that present the magnet theme to students; and student recruitment, teacher professional development, parent involvement and planning activities (including an implementation plan); ► **schedules** of school-based magnet staff; ► school improvement plans; ► **observation and interview data**; and ► **survey data**.

Observation and interview data will be collected during three annual visits to each magnet school by trained evaluators with extensive experience as magnet school practitioners. During each visit, the visitors will conduct walkthroughs; observe lessons, and interview teachers, administrators, students and parents.

Surveys will be administered annually to all magnet school teachers, a sample of magnet school students and teachers and students at comparison schools. AES has developed survey

items and scales in collaboration with Dr. David Silver and Dr. Jia Wang, senior researchers at UCLA's CRESST Center, that are directly related to the purposes of the MSAP and the objectives and performance measures included in this proposal. Validated survey items and scales measure constructs including school climate, instructional leadership, professional development hours (formal, collaborative and coaching) and effectiveness, student engagement and motivation, student academic commitment and expectations, student and teacher perceptions of intergroup relations and magnet theme implementation, standards based instruction and systemic reform implementation, and parent involvement as well as magnet and professional development dosage.

Formative Evaluation and Reporting: AES 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 and analyzed and recommendations discussed with district and school staff throughout the year.

Five formative evaluation reports will be provided by evaluators each school year related to reduction of minority group isolation, site visits, documentation reviews and survey reviews.

Reduction of Minority Group Isolation (MGI) Report: Demographic and enrollment data will

be compared with student selection, enrollment and other data from the previous school year and with performance measures based on the enrollment as reported on the October CBEDS. By November, discussions related to the attainment or partial attainment of performance measures related to the reduction of MGI will help the district and magnet schools modify recruitment strategies and activities to attain better results for the following project year.

This report is updated in late spring when new applicant pool and student selection data is analyzed and compared with school enrollment data to determine the success of these activities and create plans of action to improve results, if necessary. Measures of fidelity include adherence to the implementation plan, recruitment plan; student selection criteria and procedures; and dosage (the “amount” of recruitment). Quality and responsiveness will be determined by changes in school enrollments, especially for entry grades, and the size and diversity of enrollees. Differentiation will examine if unique program features were implemented and adequately described to the target audience. This report not only informs the district about its successes in meeting desegregation performance measures but also explores reasons for progress or lack of sufficient progress and possible remedies.

Site Visit Reports: Site visits, described above, are opportunities to feed back data related to the development and implementation of the magnet theme. A site visit report will be provided after each of three annual site visits and submitted by the site visitor within ten days of each visit. The report will summarize the findings of the visit and include recommendations for improvement. Site visitors will discuss recommendations with school and MSAP staff during each visit.

Documentation Reviews will be included in all three site visit reports, and will summarize descriptive and quantitative data related to magnet curricula, systemic reforms, parent activities and professional development, and report on: adherence (e.g., activities implemented on

schedule), dosage (e.g., the amount of time students, teachers and parents are exposed to grant activities such as magnet units and courses, professional development and parent activities), and quality (e.g., peer reviews of magnet related units and courses). The combined site visit report/documentation review summarizes how much progress has been made towards attaining performance measures especially those related to magnet theme and systemic reform implementation (performance measures 2, 3), professional development (performance measure 5) and fidelity of implementation. The report, distributed to and discussed with school staff three times each year, helps staff to understand if they are on track to attain the intended outcomes of the project, including performance measures and if not, why and how the project activities can be improved.

Survey Reports will be provided annually and will include item by item results for each school; summaries of survey construct results for each school, and, for years two and three, comparisons between current and the previous year's results. Trends (e.g., relationship between magnet implementation and student engagement and motivation, between professional development dosage and impact) are explored.

Summative Evaluation and Reporting: AES will annually determine the extent to which the Objectives and Performance Measures described in Section A-Plan of Operations (subsection (a) (2) (ii)) are attained based on the data sources described above. AES will provide two annual performance reports and will discuss those findings with district and magnet school staffs. At the end of the grant cycle, a third report will be provided if required if required.

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 5); Site visits including interviews and observations

(Weeks 10, 22, 34); applicant pool data (Week 28); Dosage data (ongoing); Surveys administered (Week 34); Survey results reported (Week 38); Documents collected (e.g. units integrated with magnet theme - Weeks 9, 21, 33); ► Formative evaluation including discussion of recommendations (Weeks 3-40); MGI Report (Week 10) MGI/Applicant Pool Update (Week 31); Site Visit-Documents Review Reports (Weeks 12, 24, 36); ► Analyze and process summative data (Weeks 34-36); ► Prepare Annual Performance Report (Weeks 36-37); ► Submit report to school District (Week 38). Week 1 is the week the project begins each year.

(f) Commitment and Capacity**(f)(2)(i) The applicant is committed to the magnet schools project**

All members of the Board of Education, the Superintendent and his cabinet; and the Principals, teachers, parents and students at the proposed magnet schools are committed to this MSAP project. Even beyond this MSAP project, the Board is committed to the purposes and goals of the Magnet Schools Assistance Program. The Board has confirmed its beliefs that powerful and viable curriculum must be provided to all students; that all students must have access to developing the “4 C’s” of 21st Century skills and every student must have equitable access and opportunity to both in order to achieve academically and to be prepared for further education or career. The Board believes that students from different economic, social or racial and ethnic background learn better in an integrated school and classroom that reflects the world in which they will live and work in the 21st Century; and that schools where minority group isolation exists may not provide equitable access and opportunity.

The Board also firmly believes that voluntary school choice is the mechanism by which to create diverse, high achieving schools. And the District has established a history of providing innovative, specialized schools of choice and sustaining them. Examples already referred to in this application include Napa New Technology High School and the Napa Valley Language Academy. Other choice schools offer innovative programs but have not resulted in diversity, in part due to charter school restrictions. Those schools of choice include River School (“implicit” curriculum), Stone Bridge School (Waldorf Methods), Phillips and Shearer Charter Schools.

The Board has adopted both racial/ethnic and socio-economic diversity goals through its Program and Facilities Master Plan and Voluntary Integration Plan which will continue whether

this MSAP application is awarded or not. Yet, its District representatives have acknowledged that it would be a difficult thing to do in the current economic climate without the support of both the MSAP and its partnership with NapaLearns and NTN.

Nevertheless, the District is committed to moving forward with all three programs. The Superintendent and the Board have stated publicly their support of the three magnet programs at these schools and are committed to their implement while acknowledging that it would be slower and be less robust than it would be with MSAP support. For example, the District could support the International Baccalaureate Organization annual fees for an authorized school, but there are no or limited funds available for the critically important professional development required for Harvest Middle School to become an authorized IB school. Likewise, the commitment to STEM could be fulfilled at a slower rate with less robust professional development, materials or equipment. The commitment implement these programs would again rely on private funding.

(f)(2)(ii) The applicant has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available

The District and magnet school Principals have identified District resources to support implementation of the magnet programs; and the Principals have designed their budgets to phase out the need for costly but necessary personnel after the three years of this MSAP project. For example, all sites have budgeted for Technology Coaches and Napa Junction STEM Coaches who will be highly trained through MSAP funded professional development and highly experienced from coaching teachers at the magnet schools. Their job is to help classroom teachers be able to use technology and STEM concepts in their own classrooms an PBL units. At the end of the MSAP cycle these Coaches could return to the classroom or become District-wide technology or STEM coaches serving a broader spectrum of schools.

Although the application budgets present costs requested for the three years of this MSAP project, the three school Principals have already developed five year budget plans to transition toward sustaining their magnet programs.

The District will also commit its resources for the ongoing costs of providing two additional Spanish teachers to Harvest Middle School and three additional Spanish Immersion teachers to Pueblo Vista Magnet School beginning the 2013-14 school year for Dual Immersion programs. The District will continue to pursue private funding through its partnerships with NapaLearns and NTN to support technology equipment and technology related professional development for all three schools and particularly for Napa Junction Elementary to implement the technology component of its STEM program.

At the school site level, School Site Councils, PTA's and other community groups, including the Napa Valley Education Foundation might develop campaigns to support aspects of the magnet school program. In addition, School Site Councils and site leadership teams will develop a plan to provide professional development for new employees and maintain ongoing training for existing staff to continue the system reforms and magnet theme instructional program.

Type of Desegregation Plan
(Check One & Attach the Appropriate Documents)

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

Attach the Following Documents

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

Any desegregation plan modification should be mailed by June 1, 2013 to:

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

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

Attach the Following Documents

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

VOLUNTARY DESEGREGATION PLAN

Napa Valley Unified School District

2013-2016

Purpose: The purpose of this voluntary desegregation plan is to provide all students in the Napa Valley Unified School District the opportunity to learn in a desegregated, culturally diverse and enriching environment. The plan proposes to:

- Reduce, prevent or eliminate minority group isolation in elementary and secondary schools with substantial proportions of minority students
- Promote and foster the benefits of student integration and diversity in preparing students for success in the world of the 21st Century
- Ensure equal opportunity and access to all students
- Assist in achievement of the District's systemic reforms
- Develop and design innovative educational methods and practices

Definition of Segregated Schools: For the purposes of this plan, minority group isolation is defined as any minority group of students attending a District elementary or middle school in substantial numbers that represent 54% or more of the District total elementary and middle school enrollment. The largest racial/ethnic groups represented in District elementary and middle schools are Hispanic/Latino at 54.88%, White at 30.44% and Asian/Filipino at 7.76%. Based on this definition, Hispanic/Latino students are the only isolated minority group in the District and will be addressed in this plan.

Background: The Napa Valley Unified District Board of Education ("Board" or "District") adopted a Voluntary Integration Plan on April 22, 2010, to promote racial/ethnic and socioeconomic status integration in its elementary schools. This plan was incorporated into a comprehensive Program and Facilities Master Plan (PFMP) in 2010.

The District had commissioned Jack Schreder & Associates to develop a long range Facilities Master Plan in 2006 to assure that appropriate facilities were provided during the time period from 2005-2010. District Task Forces study of this Master Plan expanded to include the

educational program implications of facilities planning, demographic and economic changes, segregation, school choice and access to quality educational programs. They found that population and economic trends in the district over the prior ten years had resulted in a significant shift from a predominantly white and middle class student enrollment to an increasingly minority group and socioeconomically disadvantaged student enrollment. This shift was consistent with the statewide trend in California. School choice through open enrollment options, NCLB program improvement and charter school options also grew during this time period; unfortunately, these contributed to significant segregation among the district's elementary schools.

Since adoption of the PFMP in 2010, the District has:

- incorporated socio-economically disadvantaged status as a criteria in the District's open enrollment policy;
- closed three small elementary schools and adjusted attendance boundaries accordingly;
- adopted the 2010 Voluntary Integration Plan to address segregation in elementary schools;
- applied for and received Federal funding through the MSAP to establish four elementary magnet schools;
- consolidated racially isolated traditional and alternative school programs co-located on the same school sites to reduce racial isolation at two elementary school sites; and
- adjusted elementary attendance boundaries around one magnet school and one charter school to provide additional space for choice students.

During the first two and half years of the 2010 MSAP Project, the four magnet schools have been established, their magnet programs have been implemented, and they are progressing toward meeting the goals outlined for them in the project. All four schools had success in implementing their magnet themes and/or achieving academic improvements. Success in achieving the goal of reducing minority group isolation has varied from school to school as described in the following paragraph.

Alta Heights MAST Magnet School is progressing in developing its Math, Art, Science and Technology theme, but has struggled to impact minority group isolation at three large minority group-isolated schools (McPherson, Phillips and Shearer), in large part because two of these

schools are charter schools. Bel Aire Park Magnet School, an International Baccalaureate World School Candidate has had success in all areas, including reducing minority group isolation of Hispanic/Latino students by 16% from the 2010 base year. Vista 360 Environmental Sciences Magnet School at Pueblo Vista has slightly reduced minority group isolation, although a greater impact was hoped for when the segregated traditional and alternative programs were consolidated at that school site. It has also struggled in implementing its magnet theme. Salvador Visual and Performing Arts Magnet School has also yet to make progress on reducing minority group isolation but has hit its stride in implementing its visual and performing arts theme through the Leonard Bernstein Artful Learning model. This model is proving popular and it is expected the school will now make significant progress toward reducing minority group isolation.

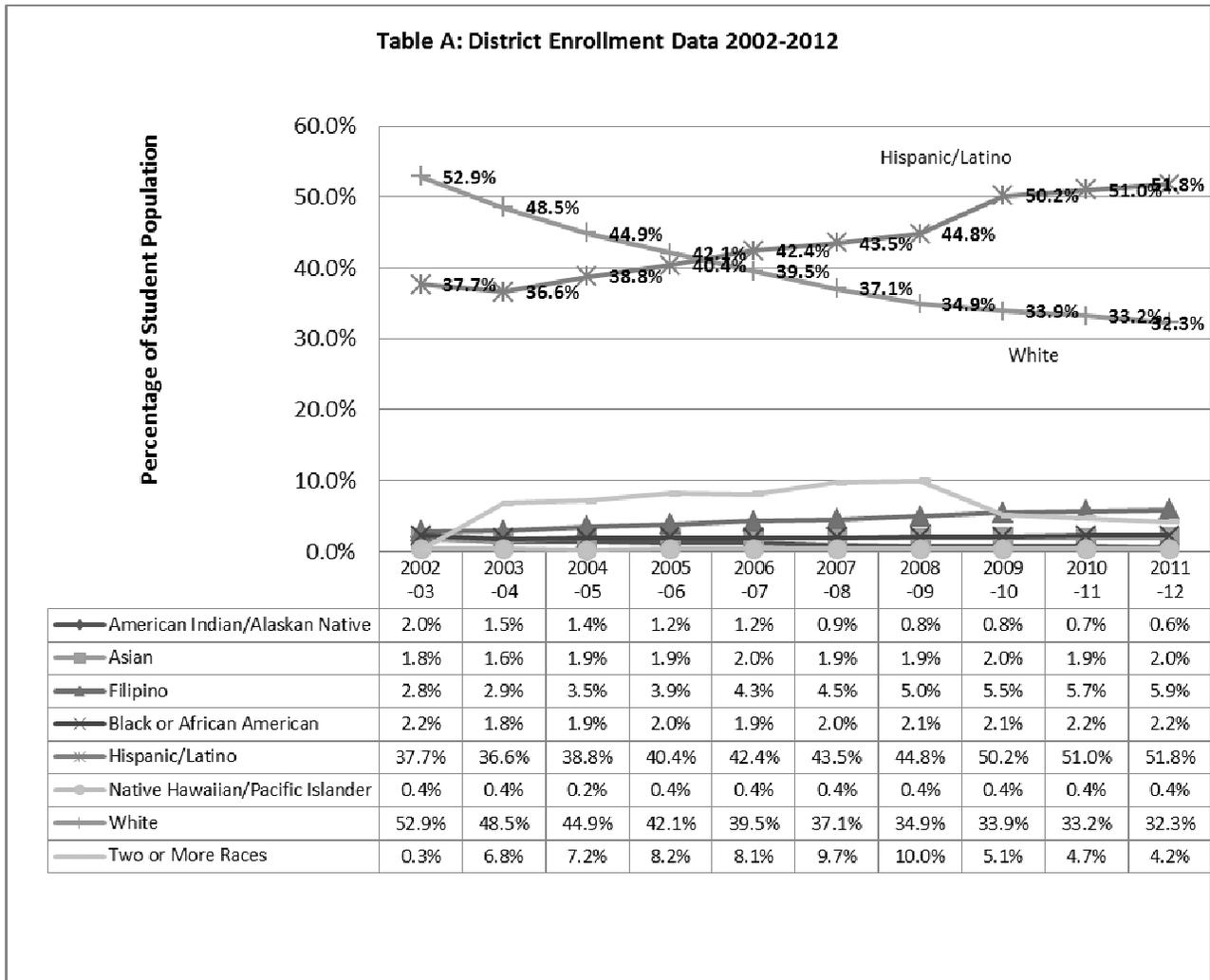
The District is currently developing plans for ensuring the viability of these magnet schools and sustaining them into the future. When the 2010 MSAP project is no longer funded, the District will continue these magnet programs and the integration goals related to them in the context of a District-wide plan to attain diversity in its schools. While the current magnet schools will not be included in the 2013-16 MSAP Project, except as described below, implementation of the original integration strategies for these schools will be continued throughout this 2013-16 Voluntary Desegregation Plan.

In 2012, the District requested Schreder & Associates develop a new long-range master plan for 2012-2022, which continued to combine the educational program aspects and goals of the Voluntary Integration Plan with the implementation and planning for appropriate facilities for all District students. The Board approved the new PMFP on January 17, 2013 and upon approval, this Voluntary Desegregation Plan will be incorporated therein.

In preparing the new plan, Schreder & Associates analyzed historical and projected District and community demographics, enrollment projections based on historical enrollments, cohort methodology, birth rate data and student migration to determine expected enrollment increases/decreases, spatial analysis of the current student population and analysis of school facility capacities for future needs.

To determine the District's racial/ethnic profile over the past 12 years, Schreder & Associates used the California Basic Educational Data Survey (CBEDS) reports from 2001-2011. For

purposes of determining projected enrollment growth for this Project, the data was condensed to a 10 year time period from 2002-2012. Table A shows the District is currently comprised predominantly of Hispanic/Latino students at 51.8% of all district students. The second largest ethnic group is White at 32.3% followed by Filipino¹ students at 5.9%. Table A also shows that Hispanic/Latino student enrollments have increased over the past decade, with a decline in the White student population and an increase in all other racial/ethnic groups - which continues to reflect statewide demographic shifts.



¹ California CBEDS identifies separate race/ethnicity reporting categories for Asian and Filipino students. For purposes of this plan, Filipino and Asian student counts are combined to be consistent with Federal race/ethnicity reporting categories.

This 2013-2016 Voluntary Desegregation Plan will address minority group isolation in District elementary and middle schools serving students in grades kindergarten through 8. These grade levels represent a higher percentage of Hispanic/Latino and Asian/Filipino students at 54.88% and 7.67% respectively than in their percentages of all district students. The percentage of White students is lower at 30.44% than the percentage of all district students.

Table B: District Elementary/Middle School Enrollment Data by Race/Ethnicity, October 1, 2012						
American Indian / Alaskan Native (%)	Asian/Filipino (%)	Black or African American (%)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (%)	White (%)	Two or more races (%)
0.38%	7.76%	2.08%	54.88%	0.40%	30.44%	4.06%

Desegregation Strategies: The primary strategy to reduce or prevent minority group isolation in the District will be to create two new magnet schools and significantly revise an existing magnet school. The two new magnet schools, one in American Canyon and one in Napa/Yountville, were selected against the dichotomous demographic backdrop of these areas. One existing magnet school in the Napa/Yountville area is proposed for significant revision to better reduce minority group isolation at the school. See attached Figures 23 and 33 for the elementary and middle school boundary maps.

Additional strategies will include:

- Revising open enrollment policies to include priorities for certain magnet schools

- Requiring charter school participation in the District’s diversity goals through oversight and monitoring of state required charter components designed to address charter school maintenance of racial and ethnic balance
- Strategic, race-neutral recruitment and marketing activities for new and existing magnet schools
- Continuance of the 2010-2013 integration strategies for the four existing magnet schools including the following modifications:
 - Significant revision of the magnet theme at Pueblo Vista Magnet School
 - Targeted promotion and recruitment for increased enrollment at Alta Heights Magnet School and Mt. George International School from Phillips and Shearer Charter Schools (excluding McPherson)
 - Targeted promotion and recruitment for increased enrollment at Salvador Magnet School to reduce minority group isolation
- Continuous monitoring of the effectiveness of the District’s efforts to attain diversity at all school sites, including analysis of minority group isolation, percentage of socio-economically disadvantaged students at each school, changes in school demographics indicating a need to adjust attendance area boundaries and the impact of the District’s open enrollment policies and school choice among neighborhood, magnet and charter schools.

Proposed New and Revised Magnet Schools: The following schools are proposed to become new magnet schools and a significantly revised magnet school:

Napa Junction Elementary School

(420 students in grades K-5)

Napa Junction will become a **STEM (Science, Technology, Engineering and Math)** magnet school. This school is proud to be a member of and to partner with the New Technology Network to implement the nationally recognized Napa New Technology High School learning model for technology infused, project based learning. Using this technology model as a base, Napa Junction will emphasize application of science and math concepts in core subjects, and particularly during engaging, hands-on engineering projects.

Segregated School: Napa Junction meets the District’s definition of a segregated school with 57.5% Hispanic/Latino students, 2.62% above the district K-8 average for this group.

Table C: Napa Junction Elementary School and Feeder Schools			
	CANYON OAKS	DONALDSON WAY	NAPA JUNCTION
African American not Hispanic	6.90%	5.00%	6.40%
American Indian or Alaska Native	0.30%	0.20%	0.20%
Asian/Filipino	40.70%	30.40%	18.60%
Hispanic or Latino	29.70%	31.50%	57.50%
Pacific Islander	0.60%	1.40%	0.50%
White not Hispanic	11.30%	21.90%	12.40%
Two or More Races	10.00%	8.60%	4.30%

Desegregation Goals: To reduce the minority group isolation of Hispanic/Latino students by attracting substantial numbers of American Canyon residents of other races/ethnicity who currently would attend other elementary schools within the District, primarily Canyon Oaks and Donaldson Way.

Location: Napa Junction Elementary School is the oldest of three elementary schools in American Canyon. Both Napa Junction and Donaldson Way Elementary School are located on the west side of Highway 29, the main highway through both American Canyon and Napa.

Canyon Oaks Elementary School, built in 2002, is located on the east side of Highway 29 near the brand new high school built in 2010. Residential development within American Canyon has occurred primarily on the east side of Highway 29 and south of Napa Junction on the west side, leaving Napa Junction geographically isolated from the other schools and new housing.

The school is located on a large site and can accommodate up to 100 additional students.

Academic Achievement: Napa Junction is the only Title 1 elementary school in American Canyon and is in Year 4 of Program Improvement. It did not make school-wide AYP in 2012 even though it met school-wide proficiency targets on state CST English Language Arts (ELA) and Math tests. The socio-economically disadvantaged (SED) subgroup did not meet proficiency targets in (ELA) and the Hispanic/Latino and SED subgroups did not meet proficiency targets for mathematics.

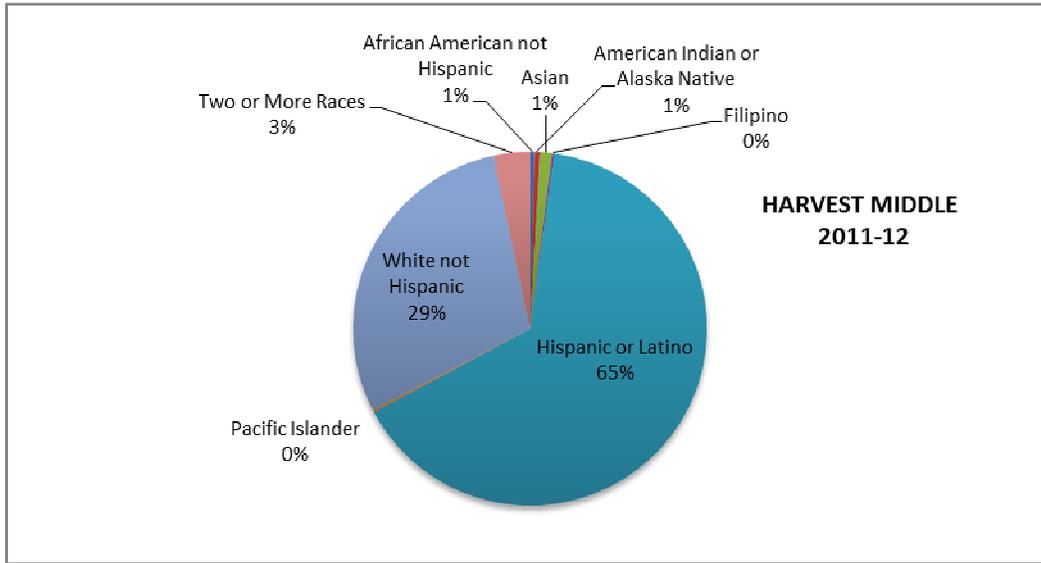
Harvest Middle School

(834 students in grades 6-8)

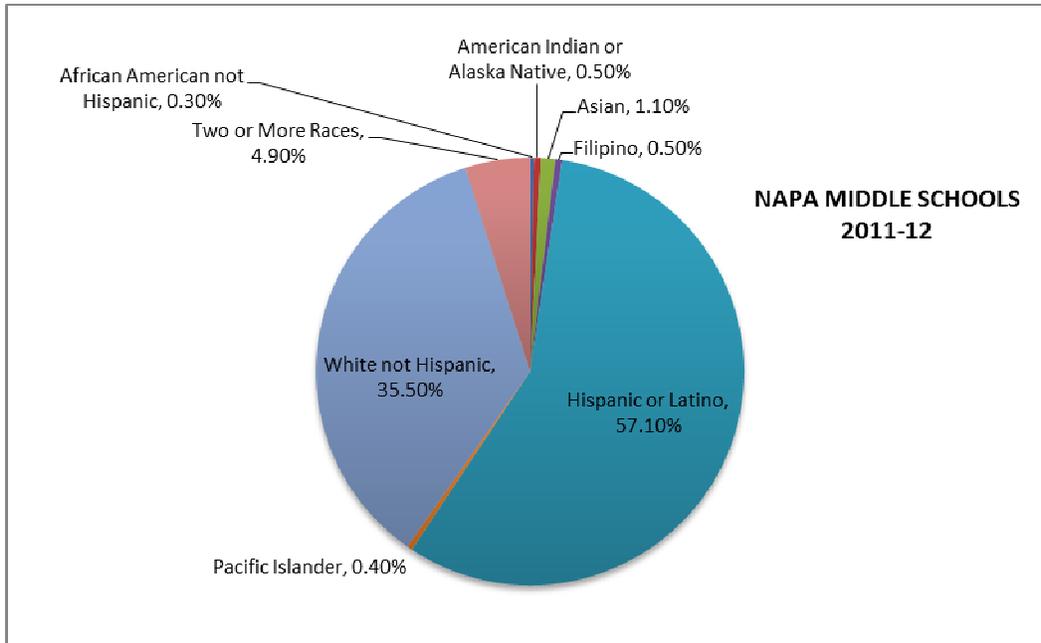
Harvest will become an **International Baccalaureate-Middle Years Program (IB) candidate and Language Acquisition** magnet school. The magnet school will emphasize Spanish language acquisition for all students and will strengthen and expand its Dual Spanish-English Immersion strand. In this way, Harvest will provide the opportunity for interested students to continue these programs into middle school from Napa Valley Language Academy or Pueblo Vista Magnet School (Dual Immersion) and Bel Aire Park Magnet School or Mt. George International School (IB-Primary Years Program).

Segregated School: Harvest meets the District's definition of a segregated school with 64.99% Hispanic/Latino students, 10.11% above the district K-8 average for this group. While Redwood Middle School also meets the definition of a segregated school, the rate of increase in Hispanic/Latino students at Harvest has occurred at a higher average rate with a corresponding rate of decline of White students from 2008-09 to 2011-12 than any other middle school in the Napa/Yountville area.

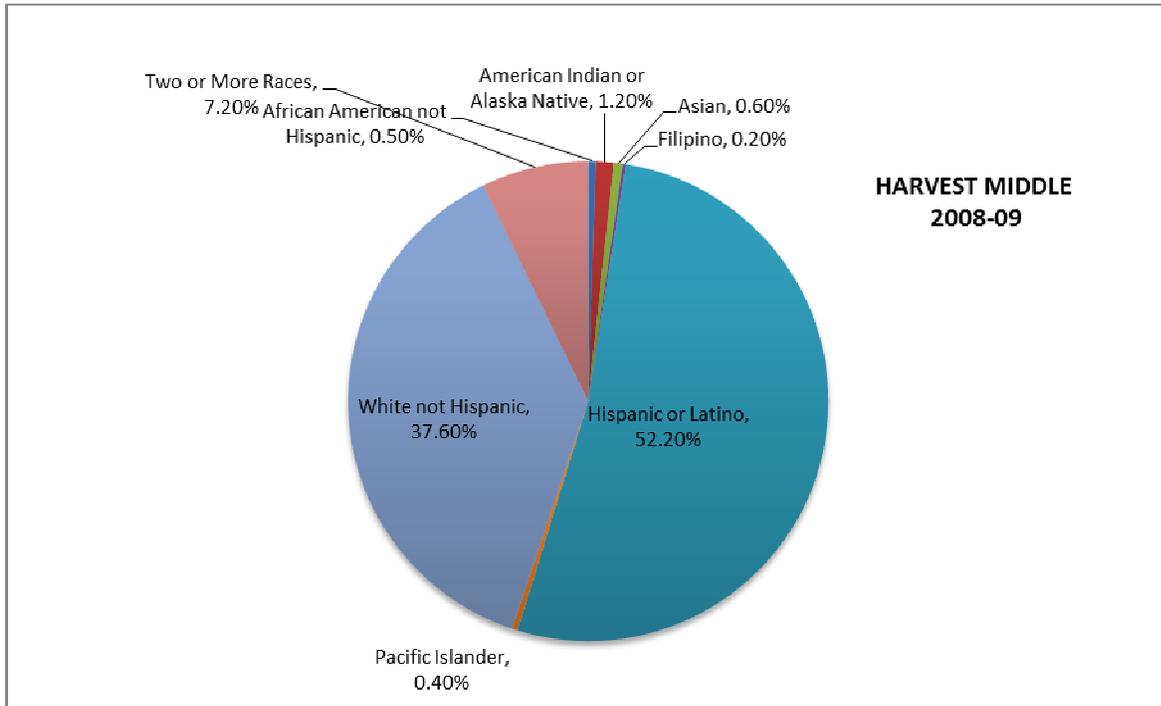
Harvest Middle School 2011-12:



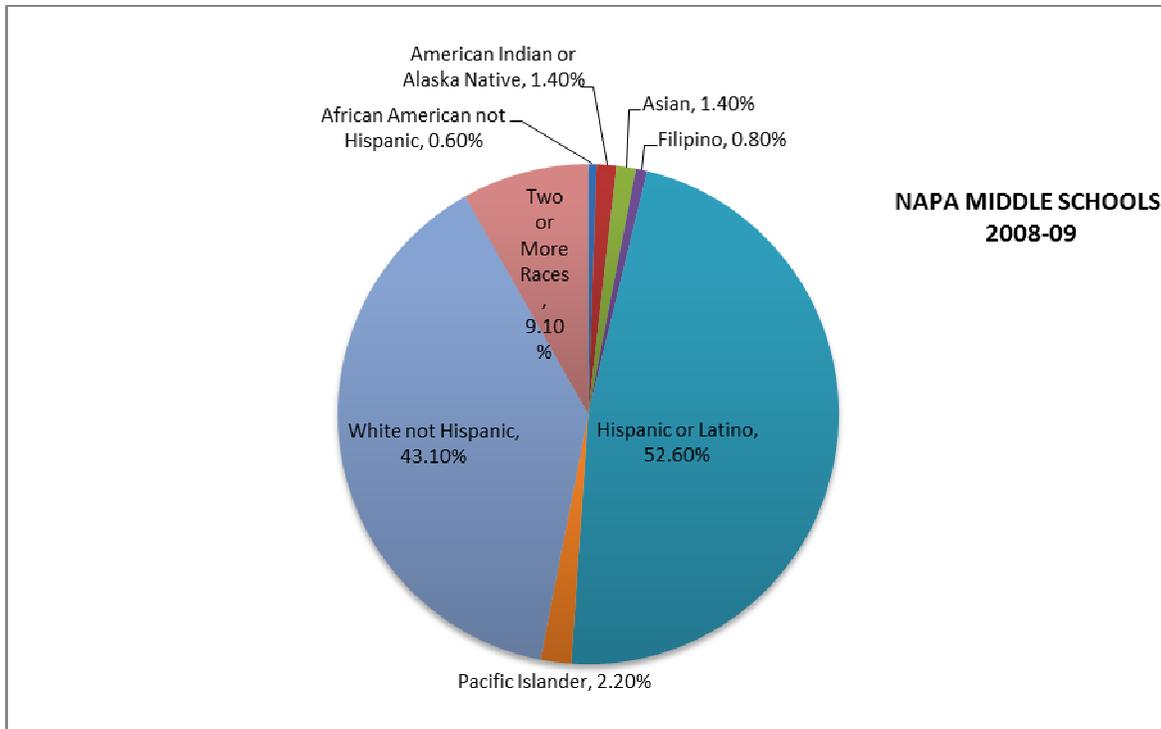
All Napa Middle Schools 2011-2012:



Harvest Middle School 2008-2009:



All Napa Middle Schools 2008-2009:



In addition, a greater number of Harvest's White resident students enrolled out of Harvest than from any other district middle school. The Schreder & Associates study analyzed resident student enrollment patterns to determine the impact of students choosing to enroll in a school other than their school of residence. The attached Table 26-"Middle School Attendance Matrix by Race/Ethnicity" illustrates this trend.

Table 26 shows that White students from both Harvest and Redwood Middle Schools enrolled in River Charter School that also serves middle school students. In 2011-12, 89 White Harvest resident students attended River School while only 24 Hispanic/Latino Harvest resident students attended River School. As a charter school, River offers an "implicit" curriculum focused on student respect, responsibility, responsiveness and resourcefulness in addition to project based learning. River School has been the only non-comprehensive middle school of choice in the District since it was chartered in 1994.

Desegregation Goals: To reduce the minority group isolation of Hispanic/Latino students by attracting substantial numbers of students of other races/ethnicity from 1) the Harvest resident attendance area, 2) IB and Dual Immersion elementary schools who want to continue their IB or Dual Immersion programs; and 3) residents from within the district.

Location: Harvest Middle School is located on a large middle school campus in the southwest area of the City of Napa. The school had been a junior high school but had been closed for many years before being remodeled and reopened as Harvest Middle School in 2002. River School occupied a portion of the closed junior high school for several years before Harvest opened and the schools have shared the campus since 2002.

River School has expressed interest in relocating to its own school site and the District has included that interest in its long range facility planning. However, the time frame for relocating River School remains several years in the future. In the meantime, Harvest has sufficient space for 229 additional students and will have space for an additional 372 students when River School is relocated.

Academic Achievement: Harvest is a Title 1 school and is in Program Improvement, as are all district middle schools with the exception of River School. Harvest is in Year 4 of Program Improvement and did not make school-wide AYP in 2012 even though it met school-wide and all subgroup proficiency targets on state CST English Language Arts (ELA) tests. Harvest did not meet school-wide or Hispanic/Latino, SED and English Learner subgroup proficiency targets on state CST Math tests.

Pueblo Vista Environmental Sciences Magnet School

(246 students in grades K-5)

Pueblo Vista's magnet theme will be significantly revised by adding a Dual Spanish-English Immersion program. The dual immersion program will begin in grades K-1 and Spanish language acquisition opportunities will be offered to all students currently attending the magnet school. The dual immersion program is in high demand within the Napa/Yountville community as evidenced by an annual waiting list of approximately 100 students wishing to enroll in the Napa Valley Language Academy. This program has been successful in creating a racially, socio-economically and linguistically learning environment at Napa Valley Language Academy and the District believes the addition of a dual immersion program at Pueblo Vista Magnet School will further reduce minority group isolation at that school. The dual immersion program will be integrated into the school's existing environmental sciences theme to provide integrated parent and student involvement in such activities as organic farming in the school garden and culinary arts.

Segregated School: Pueblo Vista continues to meet the District's definition of a segregated school with 80.49% Hispanic/Latino students, 25.61% above the district K-8 average for this group. Even when compared to all Napa/Yountville elementary schools (62.92%), Pueblo Vista is 17.57% above that average for this group.

Desegregation Goals: To reduce the minority group isolation of Hispanic/Latino students by attracting substantial numbers of students of other races/ethnicity from within the District.

Location: Pueblo Vista is located in the northwest area of the City of Napa. Northwood and West Park Elementary schools are within 1 mile of the school, each having predominantly White student enrollment of 54.2% and 60.4% respectively. A predominantly Hispanic/Latino traditional school and a predominantly White alternative school co-located on the Pueblo Vista site were consolidated and its attendance boundaries adjusted in 2010 when Pueblo Vista was converted to a magnet school. The location of Pueblo Vista remains well suited to continue reducing minority group isolation. The school site can accommodate an additional 200 students.

Academic Achievement: Pueblo Vista is a Title I school in Year 5 Program Improvement. Pueblo Vista did not make school-wide AYP in 2012 and did not meet school-wide proficiency targets on the CST Math tests, despite all subgroups meeting state AYP Safe Harbor criteria. All subgroups met proficiency targets in CST ELA and Math tests.

Student Selection Procedures: Students may choose to enroll in District magnet schools using the general open enrollment procedures established in the attached Board Policy (BP 5116.1) and Administrative Regulation (AR 5116.2), with the exceptions noted below for certain magnet schools. These procedures include:

1. The Superintendent or designee establishes a maximum enrollment capacity for each District school based on school facility capacity and staffing ratios.
2. Enrollment priority is given to students residing in the District established attendance boundaries.
3. Students may apply to attend a school outside their resident attendance boundaries through the District's race neutral open enrollment procedures.
4. Applications for open enrollment are submitted to the school of residency during the established open enrollment periods, which are typically the month of January for middle and high schools and the month of February for elementary schools. Applications provide for designating a first and second choice open enrollment school.

5. The District has established socioeconomic balance goals for each school based on Federal Free and Reduced Lunch eligibility and kindergarten registration income level surveys. After NCLB-Parent Choice requests are placed, all remaining open enrollment applications are sorted by socioeconomic status.
6. The list is then further sorted by the following priorities established in BP 5116.1 (with the exception of magnet school priorities which are hereby established pursuant to this Plan) as follows:
 - a. Students requesting to attend:
 - Alta Heights Magnet School whose resident area schools are within 2.0 miles of Alta Heights Magnet School (Mt. George International, Phillips Charter and Shearer Charter)
 - Pueblo Vista Magnet School whose resident area schools are within 1.0 mile of Pueblo Vista Magnet School (Northwood and West Park)
 - Harvest Magnet School who are attending elementary Spanish-English Dual Immersion schools (Napa Valley Language Academy and Pueblo Vista Magnet School),
 - Harvest Magnet School who are attending an International Baccalaureate-Primary Years Program school (Bel Aire Park Magnet School and Mt. George International School).
 - b. Siblings of students already in attendance in that school.
 - c. 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
 - d. Students whose parent/guardian is assigned to that school as his/her primary place of employment.
 - e. For all other applications for open enrollment outside a school's attendance area a random, unbiased selection process (e.g. a lottery) is

used to determine who will be admitted whenever a school receives admission requests that are in excess of the school's capacity.

7. Enrollment is not based on a student's academic or athletic performance.
8. After the District sorts and prioritizes the open enrollment lists as described above, each school is provided a list of an equal number of students from each socioeconomic status list as there is space available at each school site.
9. After offers, acceptances and declines are made, a waiting list is then established to indicate the order in which applicants may be accepted if openings occur. If a student is not accepted at either of the requested schools, the student will be placed on a waiting list for both schools.

Transportation: Consistent with state law, and with the exception of transfers under No Child Left Behind, the district does not provide transportation for students who open enroll to attend school outside their attendance area, including to magnet schools.

The Superintendent is authorized to provide transportation for open enrolled students based on available space and funds. Priority for any such transportation shall be based on demonstrated financial need.

The District will continue to evaluate its transportation policy in relation to magnet schools as part of its ongoing monitoring activities regarding the effectiveness of the district's efforts to attain diversity at all school sites.

Attachments

Program and Facilities Master Plan 2012/13:

Figure 32. 2012-13 Elementary School Boundaries

Figure 33. 2012-13 Middle School Boundaries

Table 26. Middle School Attendance Matrix by Race/Ethnicity

Figure 32. 2012-13 Elementary School Boundaries

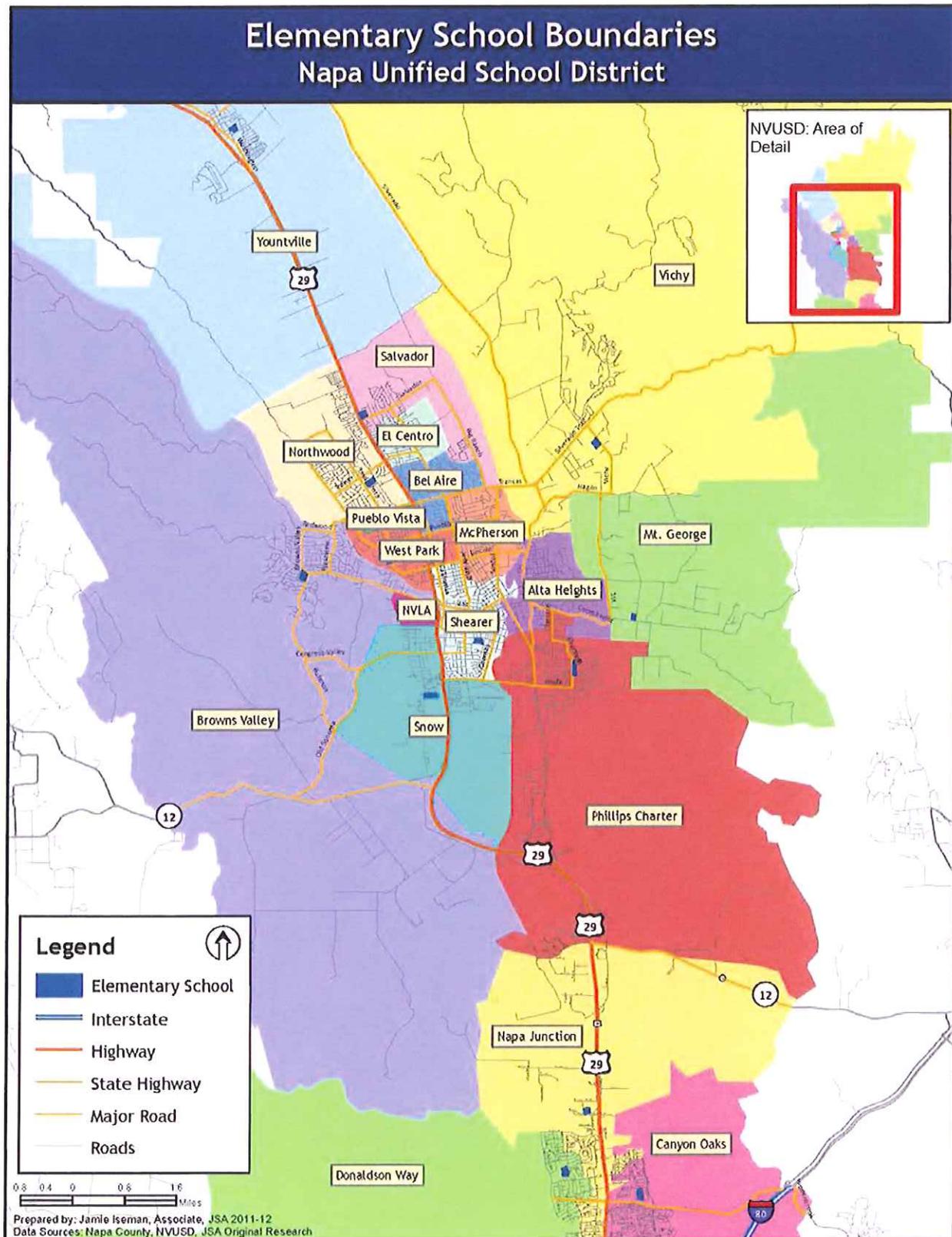


Figure 33. 2012-13 Middle School Boundaries

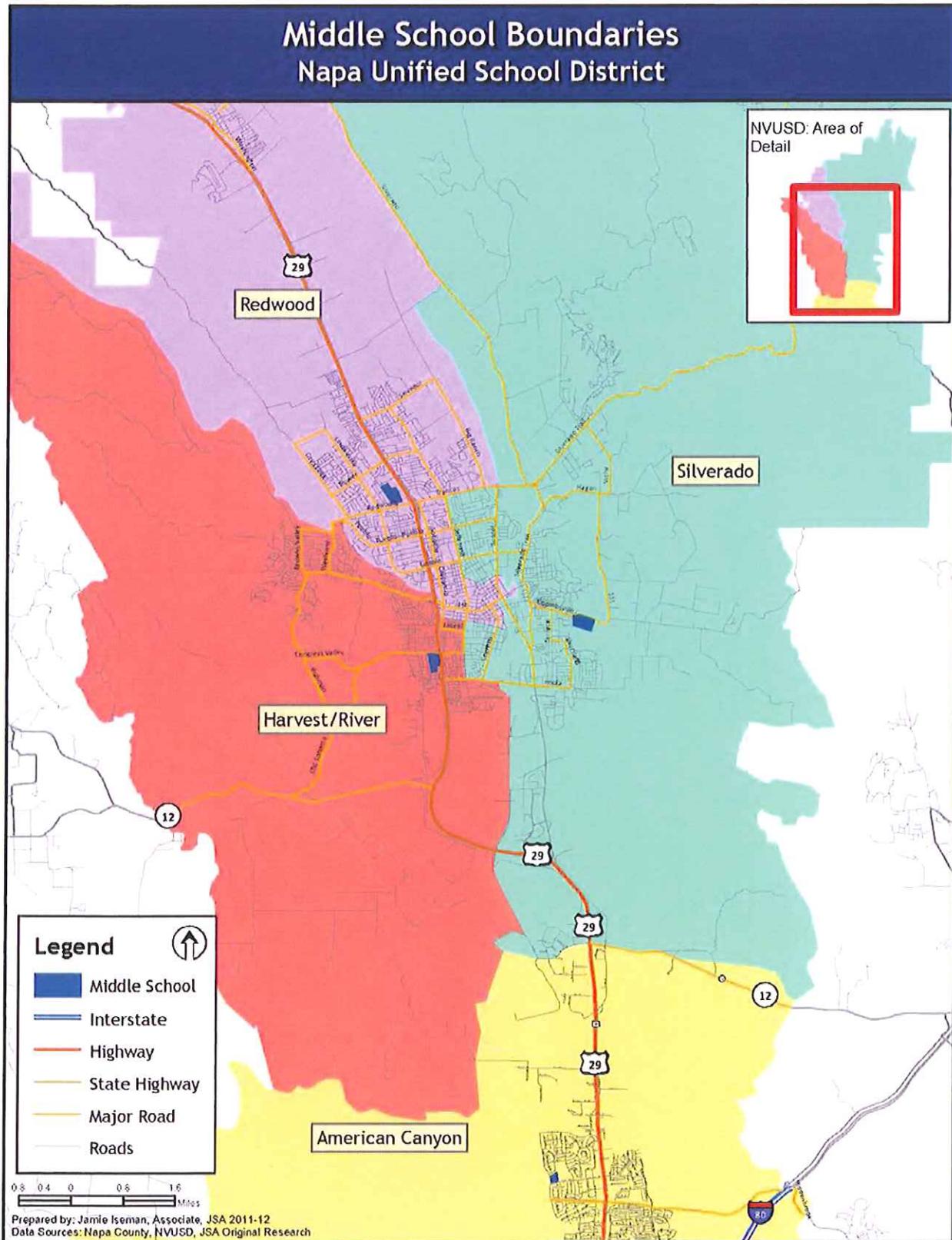


Table 26. Middle School Attendance Matrix by Race/Ethnicity

School of Attendance	School of Residence												Total Attending (White)	Total Attending (Latino)	Total Attending (Other Race)	Grand Total Attending						
	White	Latino	Other Race	American Canyon	Harvest	Harvest	Harvest	Redwood	Redwood	Redwood	Redwood	Other Race	White	Silverado	Silverado	Silverado	Other Race	Latino	Other Districts	Other Districts	Other Districts	
American Canyon	15	15	4	129	56	12	143	114	22	99	142	16	158	361	462	981						
Harvest	3	1	1	61	124	16	30	57	3	51	40	8	226	495	45	766						
Redwood													290	642	60	992						
Silverado													291	436	56	783						
River													231	104	25	360						
Horizon At Valley Oak													10	1	1	12						
Total Residing													1,196	2,038	648	3,882						
Outflow to Other AA	15	15	4	129	56	12	143	114	22	99	142	16										
Inflow from Other AA	3	1	1	61	124	16	30	57	3	51	40	8										
Inflow from Other Districts	-	2	1	-	3	1	1	1	1	6	1	1										
% In-Migration	1.9%	0.8%	0.4%	27.0%	25.7%	37.8%	10.7%	9.0%	6.7%	19.6%	9.4%	16.1%										
% Out-Migration	8.8%	4.0%	0.9%	43.9%	13.2%	30.0%	35.6%	16.3%	28.2%	29.7%	26.4%	25.4%										

**NAPA VALLEY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
RESOLUTION**

**ADOPTION OF DISTRICT
VOLUNTARY DESEGREGATION PLAN
2013-2016**

WHEREAS, the Board of Education adopted a Voluntary Integration Plan on April 22, 2010 for the purpose of promoting socioeconomic and minority group integration among its schools; and

WHEREAS, in adopting the Plan, the Board recognized the need to address increasing socioeconomic and minority group segregation among its schools; and

WHEREAS, the Board believes that academic, socioeconomic and minority group diversity in its schools promotes increased academic and social skills for all students; and

WHEREAS, this belief is consistent with the Board's commitment to ensure that all students have equitable access to a high quality education that will enable them to succeed academically and to acquire the 21st Century skills necessary to successfully continue on to postsecondary education and/or productive employment; and

WHEREAS, the 2010 Voluntary Integration Plan included attendance boundary changes; inclusion of socioeconomic status in the district open enrollment process; and the development and implementation of magnet school programs as means to promote integration in district schools; and

WHEREAS, the Board has annually monitored the diversity and student movement among its schools through annual review of its Program and Facilities Master Plan and federal monitoring reports of the district's four elementary school magnet programs; and

WHEREAS, the Board recognizes the continuing need to address socioeconomic and minority group segregation among all District schools.

NOW THEREFORE BE IT RESOLVED, that the Governing Board adopt the attached revisions to the plan and renaming it as a Voluntary Desegregation Plan for 2013-2016; inclusion of all neighborhood, magnet and charter schools; and to include the addition of two new whole school magnet school programs at Harvest Middle School and Napa Junction Elementary School, and significant revisions to the magnet school program at Pueblo Vista Elementary School; and

BE IT FURTHER RESOLVED, that the Superintendent or his designee incorporate the appropriate Voluntary Desegregation Plan provisions into other district comprehensive plans including but not limited to the Local Education Agency Plan; the 2015 21st Century Skills Plan; and the Program and Facilities Master Plan.

PASSED AND ADOPTED on this 21st day of February 2013

AYES: 6

NOES: 0

ABSTAIN: 0

ABSENT: 1

Governing Board of the
Napa Valley Unified School District

Date: February 21, 2013

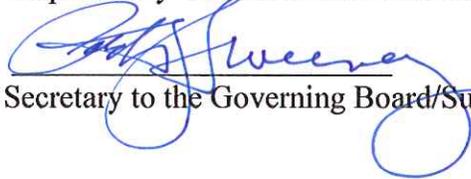

Secretary to the Governing Board/Superintendent

Table 1: Enrollment Data-LEA Level OMB-1855-0011- Expiration 06/30/13

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

Actual Enrollment
(Current School Year—October 1, 2012)

Projected Enrollment
(Year 1 of Project—Oct 1, 2013)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
	Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)
K	5	0%	97	7%	28	2%	795	56%	3	0%	442	31%	44	3%	1414
1	6	0%	91	7%	21	2%	777	56%	2	0%	443	32%	43	3%	1383
2	1	0%	90	7%	24	2%	792	58%	4	0%	411	30%	40	3%	1362
3	4	0%	102	8%	19	1%	702	54%	4	0%	424	32%	57	4%	1312
4	4	0%	103	8%	21	2%	765	57%	7	1%	378	28%	57	4%	1335
5	6	0%	103	8%	27	2%	695	54%	2	0%	396	31%	65	5%	1294
6	5	0%	110	8%	21	2%	724	55%	3	0%	386	30%	59	5%	1308
7	5	0%	109	8%	36	3%	738	55%	7	1%	385	29%	54	4%	1334
8	6	0%	106	8%	40	3%	701	52%	11	1%	426	32%	48	4%	1338
T	42	0%	911	8%	237	2%	6689	55%	43	0%	3691	31%	467	4%	12080

Table 1 (Cont'd): Enrollment Data-LEA Level

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

Projected Enrollment (Year 2 of Project—Oct 1, 2014)															Projected Enrollment (Year 3 of Project—Oct 1, 2015)																
Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K	4	0%	100	7%	28	2%	800	57%	2	0%	438	33%	31	2%	1403	K	3	0%	102	7%	29	2%	805	57%	2	0%	435	31%	29	2%	1405
1	5	0%	97	7%	28	2%	795	56%	3	0%	442	31%	44	3%	1414	1	4	0%	100	7%	28	2%	800	57%	2	0%	438	31%	31	2%	1403
2	6	0%	91	7%	21	2%	777	56%	2	0%	443	32%	43	3%	1383	2	5	0%	97	7%	28	2%	795	56%	3	0%	442	31%	44	3%	1414
3	1	0%	90	7%	24	2%	792	58%	4	0%	411	30%	40	3%	1362	3	6	0%	91	7%	21	2%	777	56%	2	0%	443	32%	43	3%	1383
4	4	0%	102	8%	19	1%	702	54%	4	0%	424	32%	57	4%	1312	4	1	0%	90	7%	24	2%	792	58%	4	0%	411	30%	40	3%	1362
5	4	0%	103	8%	21	2%	765	57%	7	1%	378	28%	57	4%	1335	5	4	0%	102	8%	19	1%	702	54%	4	0%	424	32%	57	4%	1312
6	6	0%	103	8%	27	2%	695	54%	2	0%	396	31%	65	5%	1294	6	4	0%	103	8%	21	2%	765	57%	7	1%	378	28%	57	4%	1335
7	5	0%	110	8%	21	2%	724	55%	3	0%	386	30%	59	5%	1308	7	6	0%	103	8%	27	2%	695	54%	2	0%	396	31%	65	5%	1294
8	5	0%	109	8%	36	3%	738	55%	7	1%	385	29%	54	4%	1334	8	5	0%	110	8%	21	2%	724	55%	3	0%	386	30%	59	5%	1308
T	40	0%	905	7%	225	2%	6788	56%	34	0%	3703	30%	450	4%	12145	T	38	0%	898	7%	218	2%	6855	56%	29	0%	3753	31%	425	3%	12216

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

School Name	1. Pueblo Vista Magnet School of Environmental Sciences
First Year as a Magnet School	1. 2010

Table 3: Enrollment Data - Magnet Schools OMB-1855-0011- Expiration 06/30/2013

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

LEA Name: Napa Valley Unified School District																
School Name: Harvest Middle School																
Actual Enrollment (Current School Year—October 1, 2012)																
Projected Enrollment (Year 1 of Project—October 1, 2013)																
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
6	1	1%	3	2%	0	0%	103	57%	0	0%	65	36%	8	4%	180	
7	1	0%	4	1%	1	0%	198	66%	0	0%	88	29%	10	3%	302	
8	1	0%	3	1%	1	0%	197	63%	1	0%	100	32%	8	3%	311	
T	3	0%	10	1%	2	0%	498	63%	1	0%	253	32%	26	3%	793	

Table 3 (continued): Enrollment Data - Magnet Schools OMB-1855-0011- Expiration 06/30/2013

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

LEA Name: Napa Valley Unified School District															Projected Enrollment																
School Name: Harvest Middle School															Projected Enrollment																
Projected Enrollment															(Year 3 of Project—October 1, 2014)																
(Year 2 of Project—October 1, 2014)															(Year 3 of Project—October 1, 2014)																
Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
6	0	0%	9	4%	0	0%	134	55%	0	0%	91	37%	9	4%	243	6	2	1%	2	1%	2	1%	111	45%	0	0%	123	50%	7	3%	247
7	1	0%	3	1%	0	0%	162	60%	0	0%	95	35%	8	3%	269	7	0	0%	9	3%	0	0%	214	64%	0	0%	101	30%	9	3%	333
8	1	0%	4	1%	1	0%	198	66%	0	0%	88	29%	10	3%	302	8	1	0%	3	1%	0	0%	162	60%	0	0%	95	35%	8	3%	269
T	2	0%	16	2%	1	0%	494	61%	0	0%	274	34%	27	3%	814	T	3	0%	14	2%	2	0%	487	57%	0	0%	319	38%	24	3%	849

Table 3: Enrollment Data - Magnet Schools OMB-1855-0011- Expiration 06/30/2013

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

LEA Name: Napa Valley Unified School District																
School Name: Napa Junction Elementary School																
Actual Enrollment (Current School Year—October 1, 2012)																
Projected Enrollment (Year 1 of Project—October 1, 2013)																
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
K	0	0%	14	19%	3	4%	42	57%	0	0%	10	14%	5	7%	74	
1	0	0%	12	18%	2	3%	39	60%	0	0%	8	12%	4	6%	65	
2	0	0%	15	19%	5	6%	46	59%	0	0%	10	13%	2	3%	78	
3	0	0%	10	15%	4	6%	33	51%	0	0%	12	18%	6	9%	65	
4	1	1%	14	18%	4	5%	47	60%	1	1%	10	13%	1	1%	78	
5	0	0%	11	17%	6	9%	38	58%	0	0%	7	11%	3	5%	65	
T	1	0%	76	18%	24	6%	245	58%	1	0%	57	13%	21	5%	425	

Table 3 (continued): Enrollment Data - Magnet Schools OMB-1855-0011- Expiration 06/30/2013

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

LEA Name: Napa Valley Unified School District																Projected Enrollment															
School Name: Napa Junction Elementary																Projected Enrollment															
Projected Enrollment																(Year 3 of Project—October 1, 2014)															
(Year 2 of Project—October 1, 2014)																															
Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K	1	1%	28	28%	4	4%	45	45%	0	0%	18	18%	4	4%	100	K	1	1%	32	28%	5	4%	49	43%	0	0%	22	19%	5	4%	114
1	0	0%	14	19%	3	4%	42	57%	0	0%	10	14%	5	7%	74	1	1%	28	28%	4	4%	45	45%	0	0%	18	18%	4	4%	100	
2	0	0%	12	18%	2	3%	39	60%	0	0%	8	12%	4	6%	65	2	0%	15	21%	3	4%	39	55%	0	0%	10	14%	4	6%	71	
3	0	0%	15	19%	5	6%	46	59%	0	0%	10	13%	2	3%	78	3	0%	10	18%	2	4%	36	63%	0	0%	6	11%	3	5%	57	
4	0	0%	10	15%	4	6%	33	51%	0	0%	12	18%	6	9%	65	4	0%	15	19%	5	6%	46	59%	0	0%	10	13%	2	3%	78	
5	1	1%	14	18%	4	5%	47	60%	1	1%	10	13%	1	1%	78	5	0%	10	15%	4	6%	33	51%	0	0%	12	18%	6	9%	65	
T	2	0%	93	20%	22	5%	252	55%	1	0%	68	15%	22	5%	460	T	2	0%	110	23%	23	5%	248	51%	0	0%	78	16%	24	5%	485

Table 3: Enrollment Data - Magnet Schools OMB-1855-0011- Expiration 06/30/2013

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

LEA Name: Napa Valley Unified School District																
School Name: Pueblo Vista Magnet School of Environmental Sciences																
Actual Enrollment (Current School Year—October 1, 2012)																
Projected Enrollment (Year 1 of Project—Oct 1, 2013)																
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
K	0	0%	1	2%	1	2%	48	76%	0	0%	12	19%	1	2%	63	
1	1	2%	0	0%	0	0%	40	82%	0	0%	8	16%	0	0%	49	
2	0	0%	1	2%	0	0%	39	89%	0	0%	4	9%	0	0%	44	
3	0	0%	1	2%	0	0%	33	73%	0	0%	9	20%	2	4%	45	
4	0	0%	1	2%	0	0%	33	77%	0	0%	8	19%	1	2%	43	
5	0	0%	0	0%	0	0%	30	77%	0	0%	8	21%	1	3%	39	
T	1	0%	4	1%	1	0%	223	79%	0	0%	49	17%	5	2%	283	

Table 3 (continued): Enrollment Data - Magnet Schools OMB-1855-0011- Expiration 06/30/2013

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

LEA Name: Napa Valley Unified School District																															
School Name: Pueblo Vista Magnet School of Environmental Sciences																															
Projected Enrollment (Year 2 of Project—October 1, 2014)																Projected Enrollment (Year 3 of Project—October 1, 2014)															
Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K	0	0%	1	2%	0	0%	45	68%	0	0%	20	30%	0	0%	66	K	0	0%	2	3%	1	1%	46	64%	0	0%	21	29%	2	3%	72
1	0	0%	1	2%	1	2%	48	76%	0	0%	12	19%	1	2%	63	1	0	0%	1	2%	0	0%	45	68%	0	0%	20	30%	0	0%	66
2	1	2%	0	0%	0	0%	40	82%	0	0%	8	16%	0	0%	49	2	0	0%	1	2%	1	2%	48	76%	0	0%	12	19%	1	2%	63
3	0	0%	1	2%	0	0%	39	89%	0	0%	4	9%	0	0%	44	3	1	2%	0	0%	0	0%	40	82%	0	0%	8	16%	0	0%	49
4	0	0%	1	2%	0	0%	33	73%	0	0%	9	20%	2	4%	45	4	0	0%	1	2%	0	0%	39	89%	0	0%	4	9%	0	0%	44
5	0	0%	1	2%	0	0%	33	77%	0	0%	8	19%	1	2%	43	5	0	0%	1	2%	0	0%	33	73%	0	0%	9	20%	2	4%	45
T	1	0%	5	2%	1	0%	238	77%	0	0%	61	20%	4	1%	310	T	1	0%	6	2%	2	1%	251	74%	0	0%	74	22%	5	1%	339

Table 4: Feeder School - Enrollment Data

*For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X")

*The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented

*Use additional sheets, if necessary

LEA Name Napa Valley Unified School District																															
Schools		Actual Enrollment as of October 1, 2012 Current School Year														Projected Enrollment as of October 1, 2013 (Year 1 of Project)															
FEEDER	MAGNET(S)	American Indian/ Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Filipino (Number)	Asian/Filipino (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian/Filipino (Number)	Asian/Filipino (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
		Elementary Schools																													
Alta Heights	Pueblo Vista	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	2	1%	8	2%	0	0%	133	36%	1	0%	204	55%	25	7%	373
Bel Aire Park	Pueblo Vista	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	0	0%	3	1%	7	1%	352	72%	3	1%	113	23%	10	2%	488
Browns Valley	Pueblo Vista	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	3	1%	3	1%	1	0%	138	29%	0	0%	303	65%	20	4%	468
Canyon Oaks	Napa Junction	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	2	0%	260	40%	46	7%	197	30%	4	75%	75	66%	66	10%	650
Donaldson Way	Napa Junction	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	1	0%	168	31%	28	5%	176	32%	8	1%	118	22%	48	9%	547
EI Centro	Pueblo Vista	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	1	0%	2	1%	2	1%	139	48%	0	0%	135	47%	8	3%	287
McPherson	Pueblo Vista	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	1	0%	4	1%	2	0%	553	91%	1	0%	43	7%	1	0%	605
Mt. George	Pueblo Vista	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	1	0%	9	3%	1	0%	54	21%	0	0%	173	67%	22	8%	260
NVLA	Pueblo Vista	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	0	0%	3	0%	1	0%	495	71%	0	0%	177	26%	18	3%	694
Northwood	Pueblo Vista	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	4	1%	8	2%	6	2%	132	38%	0	0%	188	54%	12	3%	350
Phillips	Pueblo Vista	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	4	1%	8	1%	5	1%	510	87%	0	0%	53	9%	4	1%	584
Salvador	Pueblo Vista	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	1	0%	2	1%	1	0%	126	61%	0	0%	66	32%	9	4%	205
Shearer	Pueblo Vista	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	1	0%	0	0%	0	0%	472	91%	1	0%	44	8%	2	0%	520
Snow	Pueblo Vista	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	2	0%	9	2%	4	1%	338	69%	1	0%	130	26%	8	2%	492
Vichy	Pueblo Vista	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	0	0%	16	4%	2	1%	81	21%	0	0%	260	68%	24	6%	383
West Park	Pueblo Vista	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	1	0%	2	1%	1	0%	111	34%	0	0%	193	60%	14	4%	322
Yountville	Pueblo Vista	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	0	0%	0	0%	0	0%	72	47%	1	1%	66	43%	15	10%	154
Middle Schools																															
American Canyon	Harvest	4	0%	289	30%	106	11%	349	36%	14	1%	145	15%	52	5%	959	3	0%	301	32%	77	8%	355	38%	6	1%	147	16%	56	6%	945
Redwood	Harvest	5	1%	17	2%	2	0%	632	63%	2	0%	303	30%	36	4%	997	3	0%	14	1%	6	1%	620	64%	3	0%	302	31%	27	3%	975
River	Harvest	2	1%	11	3%	0	0%	103	29%	1	0%	214	61%	22	6%	353	2	1%	10	3%	1	0%	113	32%	1	0%	210	59%	20	6%	357
Silverado	Harvest	5	1%	12	1%	5	1%	436	54%	7	1%	304	38%	33	4%	802	2	0%	15	2%	2	0%	423	54%	1	0%	303	39%	31	4%	777

PR/Award # U165A130084

Table 5 – Selection of Students – Competitive Preference 3

LEA Name	Napa Valley Unified School District
Magnet School(s)	Harvest Middle School, Napa Junction Elementary School, Pueblo Vista Environmental Sciences Magnet School
Check the appropriate box	
<input type="checkbox"/> Academic examination is a criterion in the magnet school student selection process.	
<input checked="" type="checkbox"/> Academic examination is <u>not</u> a criterion in the magnet school student selection process.	

Describe the student selection process:

Students may choose to enroll in District magnet schools using the general open enrollment procedures established in the attached Board Policy (BP 5116.1), with exceptions adopted in the Voluntary Desegregation Plan for certain magnet schools. These procedures include:

1. The Superintendent or designee establishes a maximum enrollment capacity for each District school based on school facility capacity and staffing ratios.
2. Enrollment priority is given to students residing in the District established attendance boundaries.
3. Students may apply to attend a school outside their resident attendance boundaries through the District’s race neutral open enrollment procedures.
4. Applications for open enrollment are submitted to the school of residency during the established open enrollment periods, which are typically the month of January for middle and high schools and the month of February for elementary schools. Applications provide for designating a first and second choice open enrollment school.
5. The District has established socioeconomic balance goals for each school based on Federal Free and Reduced Lunch eligibility and kindergarten registration income level surveys. After NCLB-Parent Choice requests are placed, all remaining open enrollment applications are sorted by socioeconomic status.
6. The list is then further sorted by the following priorities established in BP 5116.1 (with the exception of magnet school priorities which were adopted in the District’s Voluntary Desegregation Plan) as follows:
 - a. Students requesting to attend:
 - Alta Heights Magnet School whose resident area schools are within 2.0 miles of Alta Heights Magnet School (Mt. George International, Phillips Charter and Shearer Charter)
 - Pueblo Vista Magnet School whose resident area schools are within 1.0 mile of Pueblo Vista Magnet School (Northwood and West Park)

Table 5 (continued)– Selection of Students – Competitive Preference 3

LEA Name	Napa Valley Unified School District
Magnet School(s)	Harvest Middle School, Napa Junction Elementary School, Pueblo Vista Environmental Sciences Magnet School

- Harvest Magnet School who are attending elementary Spanish-English Dual Immersion schools (Napa Valley Language Academy and Pueblo Vista Magnet School),
 - Harvest Magnet School who are attending an International Baccalaureate-Primary Years Program school (Bel Aire Park Magnet School and Mt. George International School).
- b. Siblings of students already in attendance in that school.
 - c. 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
 - d. Students whose parent/guardian is assigned to that school as his/her primary place of employment.
 - e. For all other applications for open enrollment outside a school's attendance area a random, unbiased selection process (e.g. a lottery) is used to determine who will be admitted whenever a school receives admission requests that are in excess of the school's capacity.
7. Enrollment is not based on a student's academic or athletic performance.
 8. After the District sorts and prioritizes the open enrollment lists as described above, each school is provided a list of an equal number of students from each socioeconomic status list as there is space available at each school site.
 9. After offers, acceptances and declines are made, a waiting list is then established to indicate the order in which applicants may be accepted if openings occur. If a student is not accepted at either of the requested schools, the student will be placed on a waiting list for both schools.

Table 6: New or Revised Magnet School Projects-Competitive Preference 2

Instructions:

For each magnet school identified in Tables 1 - 5:

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

LEA Name Napa Valley Unified School District

Magnet School: Pueblo Vista Environmental Sciences Magnet School

Nature of Revision or Change to the Magnet School:

Pueblo Vista Magnet School’s Environmental Sciences magnet theme will be significantly revised by adding a Dual Spanish-English Immersion program. The dual immersion program will begin in grades K-1 and Spanish language acquisition opportunities will be offered to all students currently attending the magnet school. The dual immersion program is in high demand within the Napa/Yountville community as evidenced by an annual waiting list of approximately 100 racially and socio-economically diverse students who wanted to enroll in the Napa Valley Language Academy. The dual immersion program at Pueblo Vista will be integrated into the school’s existing environmental sciences theme to provide interactions between Spanish and English speaking parents and students in such activities as organic farming in the school garden and culinary arts.

Explanation of How or Why the Revision is Significant:

The Napa Valley Language Academy dual immersion program has been successful in creating a racially, socio-economically and linguistically diverse learning environment and has significantly increased student achievement of both English and Spanish learners. The District believes the addition of dual immersion program at Pueblo Vista Magnet School will further reduce Hispanic/Latino minority group isolation and increase academic achievement at that school. Although Pueblo Vista has made some progress in both academic achievement and reducing minority group isolation, it continues to meet the District’s definition of a segregated school with 80.49% Hispanic/Latino students, 25.61% above the district K-8 average for this group. Pueblo Vista is a Title I school in Year 5 Program Improvement. Although Pueblo Vista did not make school-wide AYP in 2012 or meet school-wide proficiency targets on the CST Math tests, it did meet AYP Safe Harbor criteria and all subgroups met proficiency targets in CST ELA and Math tests. The addition of the dual language immersion program to the environmental science program will be a dynamic combination certain to attract a diverse student body and further improve academic achievement at Pueblo Vista Magnet School.

Table 6: New or Revised Magnet School Projects-Competitive Preference 2

Instructions:

For each magnet school identified in Tables 1 - 5:

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

LEA Name Napa Valley Unified School District

Magnet School: Harvest Middle School; Napa Junction Elementary School

Nature of Revision or Change to the Magnet School:

New magnet schools; no revision or change.

Explanation of How or Why the Revision is Significant:

Napa Valley Unified School District

MAGNET SCHOOLS ASSISTANCE PROGRAM

Grant Application

OMB No. 1855-0011

CFDA Number: 84.165A

Resumes and Job Descriptions

Resumes of Key Personnel

1. Patrick Sweeney, Superintendent
2. Elena Toscano, Assistant Superintendent, Curriculum & Instruction
3. Mark Morrison, Director, Secondary Education
4. Maren Rocca-Hunt, Director, Elementary Education
5. Ivan Chaidez, Director, English Learner Services
6. Deborah St. Clair, Assistant Principal, Harvest Middle School
7. Monica Ready, Assistant Principal, Harvest Middle School
8. Donna Drago, Principal, Napa Junction Elementary School
9. Helen Rocca, Principal, Vista 360 Pueblo Vista School of Environmental Sciences
10. Lori Welty, Magnet Lead Teacher, Salvador Elementary

Job Descriptions Included

1. Magnet Project Director (1.00 FTE)
2. Magnet Project Coordinator (1.00 FTE)
3. Magnet Project Office Assistant (1.00 FTE)
4. Magnet School Lead Teacher (3 x 1.00 FTE)
5. Magnet School Instructional Coach – Technology (for STEM School) (1.00 FTE – NJ)
6. Magnet School Instructional Coach – STEM Theme (1.00 FTE – NJ)
7. Magnet School Instructional Coach – Dual Immersion (1.00 FTE – PV)
8. Magnet School Instructional Coach – IB (1.00 FTE – HMS)
9. Computer Support Technician Range 41 (.50 FTE – 3 schools)
10. Instructional Assistant/Technology Specialist Assistant – Magnet Schools (1.00 FTE HMS and 1.00 FTE PV/NJ)

Patrick J. Sweeney, Ed.D.

EDUCATION

- Ed.D. Educational Leadership at University of La Verne, 2000
- M.A. Administration and Supervision, San Jose State University, 1985
- B.A. Liberal Studies, San Diego State University, 1979
 - Clear California Administrative Services Credential
 - Lifetime California Multiple Subjects Credential: Bilingual/Multicultural
 - Fluent in Spanish

EXPERIENCE

2010 – Present **Superintendent, Napa Valley Unified School District,**
Napa, CA **Enrollment 18,000**

1997-2010 **Superintendent, Patterson Joint Unified School District,**
Patterson, CA **Enrollment 5,600**

- Improve academic achievement as measured by increased test scores. Over seven years of API improvement. More students attending college, including under-represented students.
- Thirteen excellent evaluations serving seven-member Board of Trustees for the overall leadership responsibility in a diverse community.
- Lead the Strategic Plan process which animated a shared vision and accountability system that produces results.
- Collaboratively transformed the school system to standards-based, data driven, innovative organization.
- Constructed several school facilities: modernization and built three new schools. Passed two school bonds: 2001 and 2008.
- Respectful and productive relationships with employee groups.
- Promoted community and business partnerships. Built two joint-use gyms, heating and air conditioning for the auditorium, and new synthetic football field and track with city/district funds.
- Collaborated in developing two education foundations.
- Facilitated team approach to solving challenges with Board of Trustees, administrators, employees, and community leaders.
- Built trust, teamwork, and leadership among students, staff, and community.

- 1995-1997** **Director of Curriculum & Educational Services, Patterson Joint Unified School District, Patterson, CA**
- Facilitated creation of first Strategic Plan for the district
 - Administered curriculum and instructional program K-12
 - Directed staff development, creation of standards and benchmark assessments
 - Coordinated Mentor Teacher program, services to English Learners and Gifted and Talented Education
 - Developed technology use plan
- 1991-1995** **Superintendent, The American School of Durango, Durango, Mexico Enrollment 665**
- Overall Responsible for Administration, Education, Personnel and Facilities. Served nine member school board.
 - Offered Dual Immersion, 50/50 model: English/Spanish
 - Promoted Model United Nations and student leadership.
 - Supervised elementary principal, secondary coordinator, business manager, and 97 multi-national staff
 - Accredited in the United States and Mexico
- 1989-1991** **Coordinator of of English Learner Programs, Pajaro Valley Unified School District, Watsonville, CA**
Staff Development for Title VII serving 17 schools (Elementary, Middle, High.) Enrollment 21,000
- 1989-1991** **Supervisor of Student Teachers, California State University, San Jose**
- 1986-1989** **Principal of California Distinguished School, Alianza Elementary, Pajaro Valley Unified, Watsonville, CA**
Lead innovative bilingual magnet school serving students from affluent to economically disadvantaged neighborhoods.
- 1985 and 1986** **Summer School Principal, Pajaro Valley Unified, Watsonville, CA**
Four elementary schools
- 1980- 1986** **Teacher, K-8 Categorical Resource and Elementary Classroom Settings, National City and Watsonville, CA**
One year as K-8 Categorical Resource Teacher
Five years as Elementary Classroom Teacher: Grades 3-6

PROFESSIONAL MEMBERSHIPS

- Association of California School Administrators
- American Association of School Administrators
- Association for Supervision and Curriculum Development
- California Association of Latino Superintendents
- Coalition for Adequate School Housing
- Northern California Superintendents

STATE AND COMMUNITY ORGANIZATIONS

- California School Boards Association: Superintendent's Advisory Council
- Napa Chamber of Commerce
- Napa Valley Education Foundation to support Napa schools
- NapaLearns Foundation
- Rotary International, Napa, California
- Napa SELPA Superintendents' Council
- Associate of Daughters of the Holy Spirit (religious organization to assist the poor)

AWARDS/RECOGNITION

- Superintendent of the Year, ACSA Region 7, 2008
- California Distinguished School Award 1987
- Chair, Stanislaus County Superintendents 2005-2007
- Parent Institute for Quality Education Recognition 2006
- Ethics in Public Service Award, Stanislaus County 2007

Presentations/Publications

- "Building Trust, Building Relationships, Building a Learning Community", Presentation to Stanislaus State University, School of Administration Class, 2007, 2008.
- "Three Ls of the Superintendency: Learning, Learning, Learning" Superintendents Academy Presentation, 2009.
- "Leadership for All: course for certificated and classified employees, 2005, 2006, 2007.
- "Governing Boards and Superintendent Relationships", presentation to Stanislaus State University, School Administration Masters Program, 2006.
- "Leadership Training" book sharing, mentoring & school visits by/for Administrators
- The Leadership Practices of Exemplary Superintendents, Dissertation 2000
- Reading Competency and Academic Achievement, Thesis, 1985

Education	1996	M.Ed, Educational Administration Sonoma State University
	1973	B.A. General Humanities, <i>Cum Laude</i> Santa Clara University
	1971-72	Gonzaga University-in-Florence Florence, Italy

Credentials	<ul style="list-style-type: none"> • California Professional Administrative Services Credential • California Standard K-9 Credential (Life) • Cross-cultural Language Acquisition Development (CLAD)
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Highlights of Qualifications	<ul style="list-style-type: none"> • Experience in elementary, secondary, and district administration • Extensive curriculum experience including development and alignment of standards, assessment, accountability, program improvement, and staff development • Interim Terms as Director of Secondary and Director of Elementary • Trustee, The Presentation School, Sonoma, CA • District Coordinator: Assessment & Accountability, Categorical Programs, Health Education Services, Character Education, Short-term Independent Study, Categorical Program Monitoring (CPM), Parent Education • Experience writing Strategic Plan, Local Education Agency Plan, Distinguished School Applications, Single Plans for Student Achievement, Annual Performance Reports • Member NVEA – NVUSD Negotiations Council • Budget: Consolidated Application, Categorical, District Budget Team • California School Leadership Academy, Senior Associate & trainer • California Distinguished Schools Evaluator for CDE • WASC review teams • Interest-Based Problem Solving trained and experienced
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Administrative 2005-present	<p>Assistant Superintendent of Instruction, Napa Valley Unified</p> <ul style="list-style-type: none"> • Manage Instructional Division including English Learner Services, Elementary, Secondary, Interventions, GATE, Special Education, Department of Technology • Supervise instruction, professional development, textbook alignment K-12 • Member Executive Cabinet and Cabinet • Member Program and Facilities Task Force • Member SC21 Committee • Member P-16 Council, NCOE • American Canyon High School Design Task Force • Implementation of LEA Plan and High Leverage Action Plan • Coordinate annual Management Retreat • NCLB, Title 1, Program Improvement, DAIT, and Alternate Governance Team • Annual accountability reporting to Board of Trustees • Categorical Programs and budget • Prepare Categorical portions of Consolidated Application • Facilitate implementation of IDMS benchmarking • Coordinator College and Career Readiness - Blueprint and Steering Committees with The Education Trust-West • Liaison to RSDSS, Learning Support Partner
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2003-2005

Administrator, Assessment and Accountability, Napa Valley Unified

Program Improvement Consultant, Napa Valley/Region IV SDSS

- Created Local Education Agency Plan, Single Plans for Student Achievement
- Supervised all assessments and trainings including STAR (CST, CAT6, CAPA, SABE), CAHSEE, CELDT, Fitnessgram, district benchmark and writing assessments and K/1 Spring Profiles
- Prepared annual Performance Report for school board
- Presented workshops on data analysis and
- Prepare comprehensive data summaries for elementary and secondary
- State Evaluators' meetings and all state assessment trainings of trainers
- Learning Support Partner (Program Improvement Consultant) through Region IV System of District and School Support

2000-2003

Principal, Yountville Elementary School, Yountville, CA

- 2002 California Distinguished School
- Implemented leveled reading program, after school intervention programs, after school child-care, cross-age tutoring, Early Back Summer Program
- Coordinated Buy-Back days; chaired School Site Council
- Established Latino Family Meetings; member PTA
- Collaboratively planned staff development with staff
- Liaison to Yountville Town Council
- Presented annual "State of the School" report to Kiwanis
- Partnerships with Wells Fargo Bank, Ranch Market, Community Church, Grgich Winery, Kiwanis, Yountville Sun, Veteran's Home, and Town of Yountville
- Evaluated all staff including classified and certificated
- Trained in Early Literacy, Conflict Management and Interest-Based Problem Solving

1995-2000

Coordinator, Categorical Programs, Instructional Support Services

Napa Valley Unified School District, Napa, CA

- Coordinated Title 1, SIP, SBCP, SCE, Short-term K-6 Independent Study and Instructional Staff Development (K-12)
- Collaborated with Instructional Support Services and Fiscal Operations in submission of annual Consolidated Application, parts I and II
- Developed, coordinated and implemented Local Improvement Plan
- Supervised Multi-funded Time Accounting
- Comprehensive School Safety Plans
- District committees: Curriculum and Text Adoption, Language Arts and Math Content Standards, Title 1 District Advisory Council, Character Education, Discipline and Safety, Student Discipline (suspensions and expulsions)
- Worked extensively with Office of Curriculum, Testing and Evaluation, school leadership teams, School Site Councils, and staffs (K-12) to implement systems that align standards, curriculum, assessment, materials, goal setting, data analysis, and accountability to improve student achievement
- Developed K-6 Independent Study curriculum in English and Spanish
- Chaired Title I District Advisory Committee
- Coordinated and implemented five schoolwide Title 1 programs
- Represented Napa County and NCOE at Statewide System of School Support (S⁴) meetings, Region IV, Alameda County Office of Education
- Supervised annual revisions of 29 school level plans (K-12) for compliance
- Presented to the Board of Trustees
- Supervised parent education and selection of parent education materials
- Developed Parent Education Resources handbook

1994-95

Dean of Student Activities

Napa High School, Napa, CA

- Directed a comprehensive "award-winning" activities program
 - Managed associated student budget and Activities Office funds
 - Supervised all students events, activities, and governance
 - Coordinated bimonthly reports to school board
 - Coordinated extra-duty supervision for 100+ staff members
 - Developed comprehensive annual school calendar
 - Served on principal's Management Advisory Team
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Teaching Experience

1987-94 Browns Valley Elementary, Napa, CA

- Teacher 4/5 combination, 5th grade
- Teacher-in-charge (5 years)
- Coordinated State Compliance leadership team
- Served on Pupil Study Team, Principal's Advisory Committee
- School Site Council coordinator; prepared annual SIP budget
- Coordinated inservice days
- Grade-level chairperson
- Developed new schoolwide discipline program

1990-94 Mentor Teacher, Napa Valley Unified School District

- Supervised and assisted new teachers with curriculum integration, instructional methods, materials, and classroom management
- Presented workshops on all curricular areas, authentic assessment, portfolio assessment, Family Math, FOSS, and technology for elementary staffs
- Provided follow-up classroom support for new and veteran teachers

1977-87 Science Curriculum Consultant (Grades K-8), Tutor, Substitute

Los Banos Unified School District, Los Banos, CA

1975-77 Elementary Teacher (Grades 1/2, 3)

Christopher Elementary School, Oak Grove School District, San Jose, CA

Presentations

- The Education Trust-West Conference (2009)
 - Region IV System of District and School Support, San Mateo (2008)
 - Project Advance , NCOE (2004-05)
 - Standards, Assessment, and Accountability (ongoing)
 - Character Education (1998)
 - Survival Skills and Strategies for Substitute Teachers (1996)
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Honors

2009	Nominee, Association of California School Administrators, Assistant Superintendent of the Year
1997, 1998	California School Leadership Academy (CSLA) "Star" Award
1995	California Directors of Activities Outstanding High School Activities Program
1995, 1996	Presidential Scholar, CSU Sonoma
1993	John Hopkins Institute Outstanding Teacher Award
1992	Browns Valley Teacher of the Year
1991	Delta Kappa Gamma Outstanding Teacher

Affiliations

- Member League of Innovative Schools
 - Member Napa Learns Board
 - Association of Napa County School Administrators
 - California School Leadership Academy, Senior Associate
 - Region IV Statewide System of District and School Support, Alameda County OE
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MARK MORRISON

mmorrison@nvusd.k12.ca.us

office: 707 253-3526

SUMMARY

Mark Morrison has 24 years of teaching and educational leadership experience in public high schools. He was the founding Principal of Napa New Technology High School, California's Model Digital High School, National Department of Education demonstration site for technology integration and Bill and Melinda Gates Foundation selection for small school replication. As Director of Leadership Development for the New Technology Network, Mark developed and led leadership initiatives and supports for Principals and communities leading to 120 replications of New Tech in 16 states. Mark is currently the Director for Secondary Curriculum and Instruction, Napa Valley Unified Schools, where he is coordinating K-12 *principal leadership learning communities* on high-leverage actions and leading a district-wide focus on integrating 21st century technology and skills into a guaranteed and viable core curriculum. All of his leadership positions have required building relationships with and mobilizing a wide group of stakeholders around a shared vision and concrete actions, as well as maximizing and aligning budget resources.

EXPERIENCE

2009-Present

Director of Secondary Curriculum and Instruction, Napa Valley Unified School District

- The Director is responsible for all Middle and High School instructional development including professional learning communities; SC21(our student-centered 21st Century classroom initiative); a multi-million dollar grant for secondary Smaller Learning Communities; the development of a K-12 American Canyon "mini district" as a new national district model; and strengthening programs designed to close achievement gaps on K-12 campuses.
- This position requires effectively leveraging budgets and human resources through building strong partnerships with principals, teachers, the Education Association, parents, students, the business community, non-profits, and providers.
- I am currently leading three district-wide K-12 initiatives for NVUSD: 1) principal action teams focused on vertical alignment of district high leverage actions; 2) transforming classroom instruction to embed 4C's and standards-based projects and performance assessment at grade-appropriate levels; and 3) technology infrastructure and technology-enhanced learning that addresses the demands of a 21st Century workforce.
- More detailed list of position responsibilities and accomplishments attached.

2005-2009

Director of Leadership Development, New Tech Network, Napa, CA

- The Director leads and provides leadership development for all principals in the New Tech Network of Schools -- existing, start up and those entering the planning process. Key focus on creating effective leadership teams and school culture that can lead student-centered, inquiry-based learning and performance assessment tied to 21st Century skills and technology.

1996-2005

Principal, NEW TECHNOLOGY HIGH SCHOOL, Napa Valley Unified School District, Napa, CA

- Development of National Department of Education Demonstration site, Model Digital High School in California, New American High School, Model for Bill and Melinda Gates Foundation replication, and top accreditation from WASC.
- Established the New Technology Foundation to nurture and support Napa New Technology High School.
- Drove site reform efforts leading to development of digital student performance portfolio, online collaborative learning and grading tools (now called ECHO), service learning and internship program for all students.
- Projected, developed and fund raised millions of dollars for school and foundation budgets
- Instituted and negotiated effective technology-related alliance agreements (Lotus, Hewlett Packard, Microsoft, Macromedia, Tegrity, Proxima, Cisco and others).
- Developed educational partnership with Heald School of Technology
- Development of partnership with Napa Valley Community College leading to co-enrollment of all NTHS students.
- Developed partnership with personnel service to operate our school service and Internship program
- Managed the development of North Bay Cisco Regional Academy.
- Partnered with AutoDesk to organized and managed educational site study tours focused on whole-school reform.

1989-1996

Assistant Principal/Dean of Students and Activities, VINTAGE HIGH SCHOOL, NVUSD, Napa, CA

- Administrator in-charge of Master Schedule development, staffing report, and student scheduling.
- Conflict manager responsible for fielding parent/student complaints and facilitating resolutions.
- Responsible for supervision and implementation of counseling program, which includes state recognized Peer Support Program, Impact, Graduation Portfolios, and comprehensive Ninth Grade Transition elements.
- Chairman of District Committee on Technology Infrastructure.
- Responsible for the coordination and implementation of Vintage High School Activities and Student Government Programs and budgets; teaching Leadership Class and conducting Student Government meetings

1990-1996

Principal, NAPA AND VINTAGE HIGH SUMMER SCHOOL PROGRAM

- Responsible for the instructional program, curriculum leadership, selection and supervision of staff, enrollment of students, daily discipline, budget development and implementation, and administrative functions for a school of 700 students, grades 9-12, with 26 full and part-time certificated staff.

- 1985-1989 **BUENA HIGH SCHOOL, Ventura Unified School District, Ventura, CA**
Secondary Teacher
- Teaching Assignment: Economics, American Government, and U.S. History.
 - Co-curricular assignment: Football and Baseball coach.
-

**RELATED
EXPERIENCE**

- Trustee, Blue Oak Independent School
 - Board Member, New Technology Foundation
 - California School Leadership Academy
 - Association of Napa County School Administrators
 - Association of California School Administrators
 - Chair, District Technology Committee, Napa Unified School District.
 - Napa Valley College Tech Prep Steering Committee.
 - Social Science Department Chairman, Buena High School.
 - Leadership Napa Valley – Class XII
 - Phillips Charter School Board of Friends
-

EDUCATION

- **Professional Administrative Services Credential, June, 1994**
National University, Sacramento
 - **Preliminary Administrative Services Credential, June, 1989**
California State University, Northridge
 - **M.A. in Education Administration, June, 1989**
California State University, Northridge
 - **Single Subject Credential, Social Science, August, 1985**
California State University, San Luis Obispo
 - **B.A. in Social Science, December, 1982**
University of California, Irvine
-

**PERSONAL
SKILLS**

- **Leadership:**
Organized professional who builds strong and effective teams and creates environments in which individuals are challenged, successful and recognized for their accomplishments.
 - **Management:**
Proven ability to collaboratively create and establish strategic goals and objectives necessary to implement and maintain quality programs.
 - **Coordination:**
Demonstrates ability to communicate effectively, carry out a wide range of functions and complete projects involving public education, government agencies, private industry and the community.
 - **21st Century Skill set:**
Principal coaching and development, 21st century school and district designs, public speaking, non-adversarial, interest based employer-employee relations, district and site high performing professional Learning communities, technology infusion, building highly productive partnerships, charter school relations, media relations and digital ethics.
-

**HONORS
RECEIVED**

- All American - Third Base, University of California, Irvine
 - ACSA/Xerox Technology Alliance Committee
 - California 2002 Technology and Innovation Award
 - New Tech Network “Susan Schilling” Leadership Award
-

References from each key stakeholder group available upon request

District and Leadership Experience

Director of Elementary Education, NVUSD (2011-present)

Supervise all elementary curriculum and instruction, student services and leadership development for twenty elementary schools including 3-dependent charter schools and 1-independent charter school in addition to three preschool programs.

Responsibilities

Charter School Oversight – (Elementary and Middle School)

CSPP – Preschool Director

Napa New Technology Network – Elementary School Design Partnership

NVEA/NVUSD Council - Negotiations

Open Enrollment

Principal Leadership Development

Transitional Kindergarten Program Development and Implementation

Other

President – local charter for ACSA

Legislative Policy Representative – Region 4 ACSA

District Coordinator/Facilitator

Career and College Readiness High Leverage Action Team, Facilitator, NVUSD

Elementary Principal Leadership Team, NVUSD

BTSA District Coordinator, WJUSD

Peer Assistance and Review Panel, WJUSD

NCLB/HQT Coordinator, WJUSD

District Negotiation Teams

Napa Valley Unified School District and Napa Valley Educators Association (NVEA)

Winters Joint Unified School District and Winters Area Educators Association (WAEA)

Winters Joint Unified School District and CSEA

Winters Joint Unified School District and Winters Area Pupil Personnel Support Unit (WAPPSU)

Site Administration

2005- 2011

Principal, Canyon Oaks Elementary, Napa Valley Unified School District (K-5) enrollment 609. Developed school academic plan with district, community, staff and student support opening the school in August 2005. Transition plan included transfer of staff and students from two existing elementary schools resulting in implementation of enrollment, residency and boundary adjustments. Site responsibilities included supervision of instruction as per LEA plan, development of relevant site plans involving staff and community and implementation of federal counseling grant.

District Responsibilities:

NVEA/NVUSD Negotiations Council (2007-2009)

Elementary Principal Leadership Team (2007 - present)

Professional Development

RDSS Influencers Training

ACSA Curriculum and Instruction Academy Facilitator

Interest-based Problem Solving Training
ACSA Region 4 Elementary Education Council Representative (2007-2010)
ACSA Negotiators Symposium (2008)
ANCSA Charter Secretary (2008-2010)
ANCSA Charter Vice President of Legislative Action (2008-2009)

2002- 2005 **Principal, Shirley Rominger Intermediate School**, Winters Joint Unified School District (4-5) enrollment 285. Developed school program with community, parent, student, and staff members opening the school in August 2002. Created and implemented a plan to transition staff and students to new facility.

District Responsibilities:

Beginning Teacher Support and Assessment (BSTA) Program Coordinator
Peer Assistance and Review Panel
Yolo Housing After School Homework Program
Negotiations Representative for CSEA, WAPPSU and WAEA
Superintendent's Roundtable

Professional Development

ACSA Personnel Academy
Interest-Based Bargaining

1998-2002 **Principal, Waggoner Elementary School**, Winters Joint Unified School District (1-5) enrollment 768. Development of a site leadership team, staff analysis of student data to inform instruction, creation of a standards-based report card, implementation of six traits writing assessment. Site responsibilities included instructional supervision, development of site plans, community relations, oversight of Coordinated Compliance Review process, School Site Council, Safe School Plan.

District Responsibilities:

Yolo Housing After School Homework Program
Superintendent's Roundtable

Professional Development

RESULTS Assessment	Ventures for Excellence – Certificated Selection
Differentiated Instruction	Ventures for Excellence – Classified Selection
CSLA Leadership Academy	Ventures for Excellence – Administrator Selection

1997-1998 **Administrator-in-Charge, Wolfskill Continuation High School**, Winters Joint Unified School District (9-12) enrollment 36. Responsibilities included discipline, staff development, faculty meetings, curriculum coordination with Winters High School.

District Responsibilities:

School Attendance and Review Board
Substance Abuse Task Force

1995-1998 **Assistant Principal, Winters Middle School**, Winters Joint Unified School District (6-8) enrollment 236. Site responsibilities included discipline, teacher evaluation, supervision of student supervisors, Student Study Team, Library Oversight Committee, Safe School Committee, Program Quality Review. Assisted the Curriculum Coordinator in the implementation of a 7-12 district writing assessment.

Professional Development

Area 3 Writing Project

TEACHING EXPERIENCE

1986-1997 **Teacher: Winters Middle School**, Winters Joint Unified School District,
Winters, California
Teacher: Michael Driscoll School, Public Schools of Brookline, Massachusetts.
Teacher: Rancho San Justo Middle School, Hollister Unified School District,
Hollister, California

RECOGNITION/AWARDS/Related Experience

ACSA Region IV Elementary Principal of the Year 2009
Costa Rica Spanish Language Academy, 2006
ACSA Region III Elementary Principal of the Year 2004
Spanish for Educators Scholarship 2003
Universidad de Santiago de Compostela, Spain
Winters Joint Unified School District Recognition, 2003
Shirley Rominger School - Student Achievement
Yolo County Striving for Excellence Award, 2002
Yolo Housing After School Homework Club
Winters Joint Unified School District Recognition
Service as Principal, Waggoner Elementary School, 2001
Spanish Academy Summer Immersion Program 1996
Antigua, Guatemala
Proyecto Lingüístico Francisco Marroquín, September 1992-January 1993
Antigua, Guatemala
Brookline Foundation Educator Recognition Summer 1991
Martha's Vineyard, Massachusetts

EDUCATION

June 1999 California State University, Sacramento - Tier II Administrative Services Credential
June 1995 California State University, Sacramento - Preliminary Administrative Services Credential
August 1991 University of Massachusetts, Boston - M.Ed. Instructional Design
May 1986 California State University, San Jose - Multiple Subjects Teaching Credential
May 1985 California State University, San Jose - BA Liberal Arts, minor Biology

PROFESSIONAL ORGANIZATIONS

Association for Supervision and Curriculum Development
Association for California School Administrators
American Canyon Kiwanis - American Canyon (2006- 2010)
California Association of Latino Superintendents and Administrators
Computer Using Educators – CUE
EdLeader 21
Soroptimist International - Winters (2000-2006)

IVAN CHAIDEZ

ichaidez@nvsd.k12.ca.us

OBJECTIVE

Support the needs of all students placed in the District's programs for English Learners and Alternative Education as the Director of English Language Learner and Alternative Education Services in Napa Valley Unified School District.

EDUCATION

2010 - Masters of Science in Educational Administration, National University, Sacramento, CA

2006 - Professional Clear Administrative Services Credential, Sacramento Office of Education, Sacramento, CA

2005 - Professional Clear Single Subject Teaching Credential, University of California Davis, Davis, CA

2001 - Preliminary Single Subject Spanish Teaching Credential / BCLAD, CSU Sacramento, Sacramento, CA

2000 - Bachelor of Arts, Spanish & Chicano (Mex.-Amer.) Studies, University of California Davis, Davis, CA

Fluent in Spanish - Reading, Writing, and Speaking

Computer Skills: Windows XP, Windows Vista, Excel, Adobe Reader, Internet, PowerPoint, Datawise MEASURES Performance Analysis, Data Director, Aeries Student Information System, TeleParent Educational System, Connect –ED, Financial 2000, and Sub Finder.

PROFESSIONAL EXPERIENCE

8/2011 – Present **Napa Valley Unified School District - Director of English Language Learner and Alternative Education Services**

7/2007 – 7/2011 **Dixon High School - Principal**

- 2011 California Distinguished Schools Program Nominee – Achievement for one of California's most exemplary and inspiring public high school. Selected for the Distinguished School Award for demonstrating significant gains in narrowing the achievement gap.
- Opened a brand new 79 acre state of art comprehensive high school.
- Awarded FFA State Gold Award in 2009 by the California Association Future Farmers of America.
- Led school to receive a 6 year WASC Accreditation.
- Implemented and monitoring progress of Professional Learning Communities to increase student achievement.
- Trained in and implemented Response to Intervention model at site.
- Implemented READ 180 curriculum for low achieving students in ELA.
- Implemented SIOP strategies at site.
- Evaluate 34 individuals both Certificated and Classified every year.
- Manage a budget both with restricted and unrestricted funds up to \$250,000 not including staff salaries.
- Implement Board of Education's district wide goals for site.
- Manage 89 employees plus 33 athletic coaches on my site every year.
- Manage our site EL and intervention programs to be in compliance with district, state, and federal policies, procedures, and guidelines. Develop the programs, implement, and evaluate.
- Create and maintain disaggregated data reports on EL student performance.
- Supervise the redesignation process and monitor the progress of students redesignated as fluent.
- Assist with the preparation of the English Learner Master Plan for District.
- Coordinate and facilitate the school site English Learner Advisory Council.
- Served as the liaison for our site Migrant Education Services.
- Building relationships with students, community and staff.
- Created Learning Center for students to attend and receive additional support and academic help.
- Ensure transparency through the utilization of a collaborative process of problem solving and the use of data to drive the decisions made.
- Recommend and manage due process procedures for student expulsions, and present student expulsion matters to the School Board.

- Give direction to our Student Support services department on specifically targeting students who have not been successful in school and who need alternative learning methods or placement.
- Organize and lead recruitment, screening of applicants, and set up interviews.
- Participate on hiring panels of District Administrative Personnel and Superintendent searches.
- Organize and empower minority parents from our Latino and African American community to get involved in our school district, specifically at Dixon High School.
- Established a Spanish Speaking Parent Association (PUEDO) that collaborated with our traditional Dixon High School Parent Teacher Association.
- Liaison between alternative programs and our campus to facilitate transitions for students between.
- Oversee and responsible for our Independent Study program.
- Oversee and responsible for our Online Credit Recovery program.
- Served on two visits as a visiting Committee Member for the Western Association of Schools and Colleges.
- Served as Ethics Chair for 2 years for the Capital Valley Conference in the Sac Joaquin Athletic Section.
- Currently serving as Vice President for the Golden Empire League in the Sac Joaquin Athletic Section.
- Participate in CALSA Mentorship program. Participated as a Protégé currently serving as a Mentor.
- Selected by Solano County Office of Education to attend Influencers Network for Cohort II, professional development series with Region 4 System of District and School Support.
- ACSA Personnel Administrators Academy Certification - Training for new or aspiring personnel managers, human resources directors and personnel staff. The comprehensive curriculum gives district administrators an excellent legal and operational foundation for managing employees.

2/2006 – 6/2007 Dixon High School – Assistant Principal

- Directed the Smaller Learning Community grant of \$600,000 SLC from the US Dept of Education.
- Oversaw and coordinated 3 smaller learning communities; Public Services Academy, Agricultural and Industrial Academy, and the Arts and Design Academy. Daily collaborations with teachers and community partners.
- Enforced California Education Code and Board policies when doing student discipline and expulsions.
- Designed curriculum and professional development activities for staff.
- Trained and assisted teachers with classroom management, student-centered learning, multicultural awareness, and student assessment.
- Managed site discipline programs and protocols.
- Participated in School Attendance Review Board (SARB).
- Managed site attendance procedures.
- Directed the Summer Math Academies for 2 years.
- Fully trained by West Ed in implementing various literacy strategies through the Strategic Literacy Initiative in Oakland, CA.
- Coordinated the College Going Initiatives in grades 7-12 to promote college awareness and a college going culture throughout the community.
- Acted as the site's 504 compliance officer.

7/2005 – 1/2006 DUSD - Interim Director of English Learners, Interventions, and Special Projects

- Collaborated with all Site Principals to help improve curriculum and instruction for English Learners.
- Managed the District EL and intervention programs to be in compliance with district, state, and federal policies, procedures, and guidelines.
- Oversaw the District's assessment programs for English Learners.
- Created and maintained disaggregated data reports on EL student performance.
- Supervised the redesignation process and monitored the progress of students redesignated as fluent.
- Assisted staff in writing required reports and grants.
- Supported and coordinated coaching as well as training for appropriate staff in EL strategies including English Language Development, Sheltered Instruction, and Primary Language.
- Served as a liaison to schools regarding curriculum implementation and support.
- Presented to School Board and District Administrative Cabinet.
- Created and Directed the Summer Algebra Academy.
- Hired and evaluated all staff for EL support and intervention programs.
- Assisted school sites with any required site review.

- Coordinated the annual language census and any required EL staffing reports.
- Prepared the English Learner Master Plan for District.
- Coordinated and facilitated the District English Language Advisory Council and monitored school site English Learner Advisory Councils.
- Served as the District liaison for Migrant Education Services.
- Liaison between the UC Office of the President, UC Davis, and Dixon USD.
- Established a community and regional partnership with the UC Davis Department of Academic Preparation Programs titled the Dixon Regional Educational Alliance Movement (D.R.E.A.M.) designed to encourage students to pursue higher education, to insure that all students remain connected with school, increase parental/family involvement in our schools, and target students who have the potential, but lack the goal setting, understanding of, and support for their full range of post-secondary options.

6/2004 & 6/2005 DUSD – Principal Grades 7-12 Summer School

- Hired and trained Summer School Staff.
- Evaluated all staff.
- Created master schedule.
- Oversaw and managed summer school budget.

3/2001 – 6/2005 Dixon High School – Teacher of Native Spanish, Spanish, & Chicano Studies

- Led as Department Chair for Foreign Language Department.
- Represented and advocating for Department at Department Chairs meetings.
- Featured in the California Teachers Association (CTA) Magazine in 2005 for Literacy work in the classroom.
- Recognized as a Distinguished Teacher in 2003 for Dixon High School.
- Wrote and reviewed coursework for high school students to satisfy the UC A-G Requirements for high school students to satisfy the A-G Foreign Language College requirement and Social Science Elective requirement.
- Trained by West Ed in implementing various literacy strategies through the Strategic Literacy Initiative in Oakland, CA.

PROFESSIONAL AFFILIATIONS

Founding Member, Nu Alpha Kappa Fraternity, Inc. (NAK) – University of California Davis

Life Member, Cal Aggie Alumni Association (CAAA) – University of California Davis

Member, Association of California School Administrators (ACSA)

Member, California Association for Bilingual Education (CABE)

Member, California Association of Latino Superintendents and Administrators (CALSA)

Member, California League of High Schools (CLHS)

REFERENCES

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Deborah A. St Clair

OBJECTIVE

Experienced school administrator seeking Middle School Principal position

EDUCATION

- 10/12 – present Touro University, Vallejo, CA
Masters in Education Technology – will complete in Aug, 2013
- 1/98 – 9/04 Chapman University, Fairfield, CA
Administrative Credential
Masters in Education – Emphasis in Curriculum and Instruction
Single Subject Credential in Social Studies
CLAD Credential
- Fall, 2000 Northern California Teach Tech, Sonoma State University
Training for teachers who are working to incorporate technology
into their classrooms.
- August, 2000 Intel’s Teach to the Future
Week-long intensive training in incorporating technology into the
classroom.
- 9/93 – 6/96 California State University, Chico, CA
Degrees: BA in History and Political Science

EDUCATOR EXPERIENCE

- 1/03 – Present Harvest Middle School, Napa, CA
Assistant Principal
- 8/99 – 6/03 Silverado Middle School, Napa, CA
Teacher: U.S. History / grade 8
P.A.L.S. Advisor (Peer tutoring / leadership class)
- 1/99 – 6/00 School-to-Career / 21st CENTURY Project, Napa, CA
Middle School Liaison
- 1/99 – 6/99 Redwood Middle School, Napa, CA
Teacher: World History / grade 7

ADDITIONAL TRAINING

- ❖ PACT Assessor Training (February, 2013)
- ❖ PACT Assessor Calibration (February, 2013)
- ❖ Influencers (Fall 2012 – Winter 2013)

- ❖ CalTPA Assessor Training (Summer, 2009)
- ❖ Participated in Napa Valley Unified School District Leadership Seminar (2008-2009)
- ❖ Completed AB75 Training (Fall, 2004)
- ❖ CLAD Certificate (Spring, 2003)
- ❖ Project Advance: focus - standards based instruction (02/02-02/03)
- ❖ Reciprocal Teaching: focus - improving content reading (8/02-6/03)
- ❖ Guided Language Acquisition Design: focus - academic excellence for all (9/01)

ADDITIONAL EXPERIENCE

- ❖ Design and program Master Schedule
- ❖ Use data and research to effectively drive decision-making process in conjunction with the Master Schedule, Instructional Practices and Professional Development, to include a system of daily tier 2 intervention time for entire school
- ❖ Involved with Student Activities, including Student Athletics
- ❖ Supervise team and department Professional Learning Communities
- ❖ Oversee Curriculum and Instruction at Harvest Middle School
- ❖ Coordinate After School Intervention Classes
- ❖ Manage the daily operations of the school in regards to discipline and supervision
- ❖ Test Coordinator for CST, District Writing Assessment, CELDT, Benchmarks
- ❖ Works with site Principal on budgets and staffing
- ❖ Have overseen implementation of school wide initiatives, examples – school wide Student Led Conferences, the Harvest Way Binder
- ❖ Coordinate with Elementary and High Schools to ensure proper placement for student classes
- ❖ Act as site administrator for one third of the annual IEP's
- ❖ Participated in all aspects of opening Harvest Middle School
- ❖ Team Leader for Surfer Team at Silverado Middle School (2002-2003)
- ❖ Site Executive Council Representative for Silverado Middle School (2000-2003)
- ❖ Silverado Middle School Scheduling Committee (Winter 2002)
- ❖ Professional Standards Committee Member (2001-2003)

Monica J. Ready

Education

Touro University—California, Vallejo, California, 2011
Masters of Education in Educational Leadership

Touro University—California, Vallejo, California, 2010
Preliminary Administrative Services Credential

Touro University—California, Vallejo, California, 2006
**Secondary Single Subject Teaching Credential in English
CLAD Embedded**

Pepperdine University, Malibu, California, 2003
Bachelor of Arts in English

Employment

Napa Valley Unified School District (NVUSD), Napa, California, 2004-Present
Assistant Principal, Harvest Middle School, Napa, California, 2012-Present

- Design, implement, and monitor professional development plan and execution of Professional Learning Communities (PLCs)
- Oversee and coach English Language Arts, Read 180, and English Language Development PLCs
- Lead 21st century learning team and develop implementation plan for “Bring Your Own Device” (BYOD), including the development of district-wide rubrics
- Lead and manage English Learner Advisory Committee and Title One programs
- Develop and implement School Safety Plan and organize all safety drills/procedures
- Lead Positive Behavior Intervention and Support (PBIS) team, including tracking and using data to improve school culture regarding discipline
- Coordinate all site testing
- Oversee and assist Advancement Via Individual Determination (AVID) Site
- Plan and oversee student rallies and parent nights
- Assist principal with staff recruiting, development, and evaluations
- Manage and oversee grade level curriculum, scheduling, discipline, team meetings, and attendance
- Conduct weekly classroom observations and provide feedback to faculty
- Administer and conduct Student Study Team meetings and other SPED related functions, including IEPs, supporting the co-teach model, and designing and managing the Instructional Aide (IA) schedule
- Co-lead the development of the Master Schedule and student placement

AVID Elementary District Coordinator, NVUSD, 2011-2012

- Design and execute implementation plan for district elementary program, including budgetary needs
- Support site administrators with data collection and processing
- Coordinate and facilitate monthly learning walks and coaching days
- Serve as the liaison between district administration and site
- Lead staff development at the district and site level focused on AVID strategies

Monica J. Ready

Small Learning Community Coach, Napa High School, Napa, CA 2009-2012

- Execute grant goals focused on the implementation of professional learning communities and 21st century skills
- Lead the Academic Intervention Team comprised of the department leaders and academic coaches
- Lead on-site staff development focused on the creation of learning essentials, common assessments, data analysis, and Response to Intervention
- Provide data and reports to outside grant evaluators

PLC Content Lead for 11th grade English, Napa High School, Napa, CA 2009-2012

- Teach Advanced Placement (AP) English Literature and Composition, English Language Development, and College Prep American Literature
- Lead team of 5 teachers in the creation of standards-based lesson plans, common assessments, and analysis of student data

AVID Coach, Napa High School, Napa, CA 2006-2012

- Coordinate on-site AVID program, including onsite professional development
- Collect, analyze, and report data to AVID Regional and National data system
- Lead team of teachers to implement the AVID program
- Coordinate and facilitate support meetings for parents of AVID students focused on 21st century skills and college and career readiness

AVID Region IV, Contra Costa County Office of Education, Pleasant Hill, CA, 2009-2012

Critical Reading Trainer, 2009-Present

- Train and guide Region IV teachers in AVID Critical Reading Strategies

Certifications, Professional Development, and Organizations

Region IV Influencers, 2013

Association of Napa County School Administrators, 2013

AVID National Conference Presenter, 2012

BIE Project Based Learning, 2012

College Board Advanced Placement Certification, English Literature, 2006

Site Council Teacher Member 2005-2009, 2010-2012

Awards

Napa County Teacher of the Year Finalist, 2011

Carlston Family Foundation Teacher of the Year Finalist, 2011

Napa Valley Education Foundation Teacher of the Year Nominee, 2011

Napa Valley Rotary Teacher of the Year Nominee, 2009

Donna Drago

ddrago@nvusd.org

Work 707.253.3461

QUALIFICATIONS

Experience as Elementary School Principal
Experience as Professional Development Leader
Experience as Special Education Coordinator
Experience as classroom teacher

EDUCATION

1999 Professional Clear Administrative Services Credential, SSU
1998 CLAD Certificate
1997 Masters Education Administration, SSU
1985 Ryan Multiple Subject Life Teaching Credential, SSU
1978 BA Liberal Studies, San Francisco State University

EMPLOYMENT

2010-Present **Principal, Napa Junction Elementary School**

1997-2010 **Principal, Carneros Elementary School**

Additional responsibilities included:
Member of Principal's Leadership Team for the District
Instructor of READ 180 intervention program
District-wide staff development coordinator
Facilitator of IEPs for nonpublic school placements

1994-1996 **Teacher in Charge, Wooden Valley School**

Taught students in grades K-6 in one room school house setting
Responsible for all administrative duties associated with managing a school

1993-1994 **Teacher, Phillips Elementary School**

Taught 2/3 combination class
Member of school's Leadership Team

1978-1993 **Teacher, St. John's Catholic School**

Taught grades K, 1, 2, 5, 6, 7 & 8 over course of 13 years

AWARDS AND RECOGNITIONS

2006 ACSA Region IV Elementary Principal of the Year
2005 California Business for Education Excellence Award
2006 Rotary Club Teacher of the Year
1995 Napa County Teacher of the Year



PROFESSIONAL SUMMARY

2012-present	Napa Valley Unified School District Principal, Vista 360 Pueblo Vista School of Environmental Sciences
2008-2012	Assistant Principal, Shearer Charter Elementary School
2005-2008	Action Learning Systems, Inc. SB 472 Instructional Coach, Instructional Coach, SAIT
1999-2005	Elk Grove Unified School District Teacher Grades 3, 5, and 6 th

EDUCATIONAL AND ADMINISTRATIVE EXPERIENCE *(Shearer Charter Elementary School)*

Curriculum and Instructional Leadership

- Fully implemented and supported the nine Essential Program Components to ensure instructional program coherence resulting in a +64 API growth from 2009-2011
- Monitored classroom instruction on a daily and provided individual feedback to enhance professional learning and high-quality first instruction
- Collaboratively developed school-wide instructional strategies and monitored implementation with staff, using 'action walks' three times a year
- Fully supported the implementation of the BEST behavior program including a BEST focus team, systematic positive behavior approaches school-wide, and on-going staff development to address identified areas of need
- Fully implemented Student Success Team to ensure appropriate identification of students and progress monitored ensure growth during targeted interventions

Assessment and Data-driven Decision Making

- Facilitated site training to use formative and summative data to analyze curriculum-embedded assessment results and develop SMART goals
- Utilized IDMS to develop mini assessments, provide reports for grade levels to create strategic SMART goals and monitor the achievement of targeted subgroups
- Analyzed disaggregated EL data with faculty, SSC, ELAC, and site Leadership Team to develop targeted professional development plans to support English learners

Professional Learning and Professional Learning Communities

- Provided on going professional learning to faculty on enVision Math, student engagement strategies, reciprocal teaching, process writing, instructional strategies, and a data analysis protocol to work in Data Teams
- Provided in-class demonstration lessons on curriculum components, research-based instructional strategies, and student engagement strategies
- Provided coaching and co-plan/co-teaching support with on going feedback as part of the evaluation cycle related to teacher goals
- Increased the level of collaborative products during PLC's with a book talk "Learning By Doing" to create effective use of collaboration time and incorporate instructional strategies to SBE materials and faculty meetings to enhance professional learning

Collaborating with families and community members

- Developed and conducted parent trainings regarding CELDT, CST, and reading strategies
- Collaborated with Parent University in creating classes for parents and develop trainings
- Facilitated successful ELAC meetings, participated in DELAC meetings
- Created an active Parent Teacher Organization at Shearer to help with fundraisers with events such as Movie Night, read-a-thon and May Car Show and Festival
- Organized and developed our May Car Show and Festival to celebrate our families and bring the community to our school
- Worked with bi-lingual community liaison to provide monthly parent link meetings with parents

FORMAL EDUCATION & TRAINING

**Educational Leadership and Policy Studies
Preliminary Administrative Services Credential**
California State University, Sacramento

SB 472 Math, ELA, and SAIT ELA Certification
California Department of Education

California Clear Multiple Subject Credential and Supplemental Credential, Spanish and Social Science
San Francisco State University

**B.A., History
Minor Spanish Literature**
California Polytechnic State University – San Luis Obispo
Leadership and Learning Center –Data Teams Certification
Certified trainer

RELATED EXPERIENCE & AFFILIATIONS

Association of California School Administrators
Member 2009- present

Lori Welty

Work: (707) 253-3476

Formal Education:

- Present **TOURO UNIVERSITY** – Vallejo, CA
MAeD – Innovative Learning
- 1988 **SAN DIEGO STATE UNIVERSITY** – San Diego, CA
Teacher Credential Program
GPA – 3.7
- 1987 **SAN DIEGO STATE UNIVERSITY** – San Diego, CA
B.S. in Business Administration with emphasis in Accounting
GPA – 3.3

Credentials: Multiple Subject Teaching Credential with a Supplementary Credential in Math K-8
Single Subject Credential in Business Administration
CLAD Certification

Experience:

2011-2013 **Salvador Elementary** – Napa, CA
Magnet Lead Teacher

Initiated program design and curriculum development in an arts integrated magnet school. Provided on-going support and coaching for teachers from backwards mapping through the enhancement of project based unit development. Researched, scheduled and aligned professional development opportunities with systemic reforms and magnet theme curriculum; each teacher participated in 100-200 hours of professional development per year.

Engaged in creative strategic planning throughout the grant process. Prepared marketing and sustainability plans while developing organizational systems to ensure long-term implementation of magnet goals. With a budget of 1.6 million dollars, researched and purchased equipment and materials supporting magnet theme goals.

Collaborated with district magnet team, school leadership team, parent club, parent liaison and resident artists on projects from student portfolios to writing vertically aligned magnet standards, 21st century rubrics, and assessments.

Supported the implementation of community events, such as, magnet festivals, performances, information sessions, tours, family nights, community forums.

1988 – 2011 **Vichy Elementary** – Napa, CA
Teacher – Grades K, 3, 4

Leadership orientation exhibited throughout tenure. Positions include “teacher in charge,” leadership team/principal advisory committee, technology mentor, math facilitator, cooperative learning facilitator, literacy liaison.

Interpersonal communication skills exhibited through positive relationships with involved parents desiring high expectations. Maintained positive peer interactions and support

through implementation of new programs. Valued each student's unique personality and needs.

Innovative ideas are evidenced through initiating and supporting new program development. Focus areas include math, technology, science and literacy. Obtained support through grant funding and encouraging co-worker participation.

1996-1997 **New Technology High School** - Napa, CA
Teacher on Special Assignment/Administrative Support

Developed and implemented numerous programs during the inaugural year.

Maintained the following roles: test coordinator, NV College liaison, site council coordinator, student study team coordinator, grant coordinator, student internship coordinator, tutor program coordinator, Talent Search liaison, video conferencing & distance learning coordinator, and Napa County Spring Fair liaison.

Responsibilities included: master schedule planning, UC/CSU course approval, business partnership support, community & tour presentations, student recruitment, new student orientation, district technology infrastructure team, NCAA program administration, WASC support, 21st century project support, teacher and counselor support.

(With two young children, I could not maintain a 60+ hours per week so I returned to Vichy Elementary.)

Summer 1989 **McCoy Label Company** - Petaluma, CA
Consultant

Evaluated existing paper flow through sales, order processing and production. Recommended company structure and system changes to increase efficiency. Wrote instructional manuals.

Summer 1990 **Napa Junction Elementary** - Napa, CA
Technology Teacher

Implemented and operated a networked lab. Tracked student progress using a management package while reporting to teachers and assisting students.

1980 - 1986 **CHECKS-TO-GO, INC.** - La Mesa, CA
Administrative Manager

Managed and consulted in numerous departments, including production, purchasing, accounting, marketing, customer service and order processing. Responsibilities include hiring and managing eleven employees, writing instruction manuals, designing and implementing systems and procedures, and working on special projects. During tenure with this entrepreneurial company, it grew from five to thirty-five employees and from annual sales of \$200,000 to \$2,500,000.

Interests:

[REDACTED]

Personal:

[REDACTED]

Career Highlights & Academic Development

Leadership Roles:

- Teacher in Charge for 10+ years
- Teacher on Special Assignment – New Tech High & Magnet Leadership
- PQR – Program Quality Review Leadership Role
- Technology:
 - Technology Mentor at Vichy Elementary - Wrote Technology Plan with articulated K-6 technology curriculum, created reference manuals for students and teachers, trained teachers, provided support
 - Planned, implemented, and networked initial computer lab at Vichy
 - NVUSD Technology Trainer for Teachers
 - Set and facilitated Napa Junction Summer School Lab (1990) -MECC software and management system
 - Developed Kindergarten Technology Curriculum for Vichy Elementary
 - Maintained technology at Salvador on dual platforms – Windows/Mac, created technology based organizational systems, and provided teacher support
- District panel speaker on “All Students can Succeed” and Technology Symposium
- Assisted with the Implementation of CSIN – California Science Project
- 2008 PE School Fund Granted – Assumed responsibility for purchasing, organizing and developing a checkout system

Achievements:

- **Nominated:**
 - *"NVEF – Napa Valley Education Foundation Teacher of the Year"*
by Pam Perkins, Mark Stephenson and Linda Beckstrom
 - *"Napa County Teacher of the Year"*
by Mark Stephenson
 - *"Rotary Teacher of the Year"*
by Mark Stephenson, Linda Beckstrom, and Margaret Wetterlund
 - *"Sallie Mae Teacher of the Year" (1st year teacher award)*
by Margaret Wetterlund
- *Written and received multiple grants:* Napa Valley Ed. Foundation, Gasser Foundation, Delta Kappa Gamma Society, Target, NV Technology

Team Member:

- NVUSD Aspiring Administrators facilitated by Patrick Sweeney, Ashley Halliday and Chris Cosca
- Leadership Team facilitated by John Glaser with training in Interest Based Problem Solving
- ACSA Membership
- NVUSD 21st Century Rubric Committee (Developed a rubric for K-2 and 3-5 implementation)
- Distinguished School Plan – Wrote 1/3 of the plan –Distinguished school award received
- Leadership Team (Vichy, New Tech, & Salvador)

- Technology School Site Team
- Principal's Advisory Team (Vichy)
- Superintendent's Advisory Committee
- School Site Council
- BEST Behavior School Site Team
- Parent Club Liaison
- District Math Liaison Facilitator
- District Technology Liaison Facilitator

Educational Highlights & Professional Development:

- Understanding By Design by Wiggins & McTighe (3 day conference)
- Artful Learning (Leonard Bernstein Center) - Arts Integration Inquiry Based instruction focused on a Concept and Significant Question with and Art Based Skills and Strategies. (15+ days)
- Conferences: ASCD, Magnet Schools of America, National Art Ed., Kindergarten, CUE, NCTM Math
- PBL – Project Based Learning from Buck Institute (8+ days)
- Technology Training Dinner Series (attended 10+ sessions) and self-trained
- Common Core
- Instructional Rounds
- Renzulli
- Scholastic Systems 44
- Data Works Training
- VTS – Visual Thinking Strategies
- GLAD – Guided Language Acquisition Design Training (5+ days)
- SCOE (Sonoma County of Ed) Technology Leadership Academy



CLASSIFICATION: *Management*

POSITION: MAGNET SCHOOL PROJECT DIRECTOR

DEFINITION:

The Magnet Schools Assistance Program (MSAP) Project Director reports to the Assistant Superintendent and will be part of the Instructional Division. He/she will have overall responsibility for the management and coordination of the MSAP project implementation, including but not limited to: (1) plan, develop and implement the project vision in collaboration with magnet school principals and district representatives; (2) manage the MSAP budget; and (3) update the Instructional Division, Superintendent and Board of Trustees on implementation progress. He/she shall serve as a member of a professional learning team and participate fully in problem solving and implementing the magnet grant.

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CLASSIFICATION: CLASSIFIED: *Secretary/Account Clerk III – Range 30*

POSITION: MAGNET PROJECT OFFICE ASSISTANT

DEFINITION:

The Magnet Project Office Assistant reports to the Magnet Project Director. He/she will (1) perform a wide range of clerical work in the Magnet School Program Office using established procedures and routines; (2) serve as liaison between magnet schools, Office of Technology, Fiscal and Purchasing and Human Resources; (3) provide on-site support weekly at magnet schools; (4) assist in site and district budget management; and (5) provide up to date financial data.

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CLASSIFICATION: CERTIFICATED: *Teacher on Special Assignment*

POSITION: MAGNET SCHOOL INSTRUCTIONAL COACH - STEM THEME

DEFINITION:

The Magnet School Instructional Coach/STEM reports to the Magnet School Principal. He/she will (1) provide coaching on content, instructional strategies, classroom environment and assessment using technology to enhance instruction in the areas of science, technology, engineering and math; (2) assist magnet school principals to implement MSAP STEM theme aligned with California Common Core State Standards; and (3) provide professional development in STEM. He/she shall serve as a member of the school leadership team, grade level professional learning communities and participate fully in problem solving and implementing the magnet grant.

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CLASSIFICATION: CERTIFICATED: *Teacher on Special Assignment*

POSITION: MAGNET SCHOOL INSTRUCTIONAL COACH – INTERNATIONAL BACCALAUREATE

DEFINITION:

The Magnet School Instructional Coach International Baccalaureate reports to the Magnet School Principal. He/she will (1) provide coaching on content, instructional strategies, classroom environment and assessment to enhance IB instruction in all content areas; (2) assist magnet school principals to implement IB themes aligned with California Common Core State Standards; and (3) provide professional development. He/she shall serve as a member of the school leadership team, grade level professional learning communities and participate fully in problem solving and implementing the magnet grant.

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CLASSIFICATION: *Technology Department*

POSITION: COMPUTER SUPPORT TECHNICIAN – RANGE 41

SUPERVISOR: Director of Technology

DEFINITION:

Under general supervision, the Computer Support Technician will trouble-shoot and repair District technology equipment, including desktop computers/peripherals and network equipment. This individual will provide technical support to the District community. He or she will work in conjunction with other Technology department staff to trouble-shoot and repair work stations, printer, and network problems.

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CLASSIFICATION: *Instructional Support*

POSITION: INSTRUCTIONAL ASSISTANT/TECHNOLOGY SPECIALIST ASSISTANT – MAGNET SCHOOLS

RESPONSIBLE TO: Site Principal

DEFINITION:

Under the direction of the site principal, provides specialized computer support to students and teachers which may include individual and small group instructional support to students, trouble shoots school level computer problems, reinforces classroom instruction through computer applications, maintains records, and performs other duties as assigned by the site principal.

[REDACTED]

[REDACTED]

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Napa Valley Unified School District

MAGNET SCHOOLS ASSISTANCE PROGRAM

Grant Application

OMB No. 1855-0011

CFDA Number: 84.165A

Letters of Support

Mike Thompson

United States House of Representatives

Jill Techel

Mayor, City of Napa

Barbara Nemko, Ph.D.

Napa County Superintendent of Schools

Board of Directors

Napa County Hispanic Network

Janine Burt, Principal

Bel Aire Park Magnet School

Gabriela Covarrubias and Emma Ojeda

Members, Harvest Middle School ELAC

Cathern Kipsey, Vice President

Harvest Middle School Parent Faculty Club

Julie Tyler, Principal

Mt. George International School

Anthony Quicho, President

Filipino American Association of American Canyon

Carlos Hagedorn

Napa Valley College

Lydia Dobyns, President

New Tech Network

MIKE THOMPSON

1ST DISTRICT, CALIFORNIA

COMMITTEE ON WAYS AND MEANS

SUBCOMMITTEE ON HEALTH

SUBCOMMITTEE ON SELECT
REVENUE MEASURES

PERMANENT SELECT
COMMITTEE ON INTELLIGENCE

RANKING MEMBER, SUBCOMMITTEE ON TERRORISM,
HUMAN INTELLIGENCE, ANALYSIS AND
COUNTERINTELLIGENCE

SUBCOMMITTEE ON OVERSIGHT



CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
WASHINGTON, DC 20515

DISTRICT OFFICES:
1040 MAIN STREET, SUITE 101
NAPA, CA 94559
(707) 226-9898

317 THIRD STREET, SUITE 1
EUREKA, CA 95501
(707) 269-9595

POST OFFICE BOX 2208
FORT BRAGG, CA 95437
(707) 962-0933

712 MAIN STREET, SUITE 101
WOODLAND, CA 95695
(530) 662-5272

CAPITOL OFFICE:
231 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-3311

WEB: <http://mikethompson.house.gov>

February 26, 2013

Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

RE: Napa Valley Unified School District Magnet School Assistance Program Grant

Dear Secretary Duncan:

Please accept my full endorsement of the Napa Valley Unified School District's application for the Magnet School Assistance Program. NVUSD is currently requesting over \$6 million dollars over three years in MSAP funding to further the work that was begun three years ago, with the grant provided by Department of Education.

The Napa Valley Unified School District has a proven track record of providing innovative educational programs designed to promote diversity, increase public school choice, and providing all students the opportunity to meet challenging state academic standards.

The Napa Valley Unified School District Magnet School Project is designed to further its mission of "*Transforming Lives by instilling 21st Century Skills and Inspiring Lifelong Learning in Every Student,*" and its goals are consistent with the purposes of the federal Magnet Schools Assistance Program (MSAP). The Napa Valley Unified proposed MSAP program will create two new magnet schools and will significantly revise an existing magnet school to include a popular Dual Spanish-English Language Immersion program. To reduce minority group isolation at Harvest Middle School, the Internationale Baccalaureate-Middle Years Program will be implemented with expansion of the schools' Dual Spanish-English Language Immersion to a whole school language acquisition program. Napa Junction Elementary School will implement a rigorous STEM model with technology infused instruction throughout its program. Pueblo Vista Magnet School of Environmental Sciences will be significantly revised by adding a Dual Spanish-English Language Immersion which has proven popular in the Napa community and successful in promoting diversity in schools implementing the program.

I am confident that NVUSD will continue to work diligently to meet the evolving needs of their students. This grant would be a powerful tool in accomplishing their worthy goals. Thank you for your consideration of their grant and please let me know if I can provide you with additional information.

Sincerely,

A handwritten signature in black ink that reads "Mike Thompson". The signature is written in a cursive, slightly slanted style.

MIKE THOMPSON
Member of Congress

MT:mr



CITY of NAPA

February 28, 2013

MAYOR/CITY COUNCIL
955 School Street
Mailing Address:
P.O. Box 660
Napa, California 94559-0660
Voice Mail: (707) 258-7876
FAX # (707) 257-9534

Arne Duncan
Secretary of Education
US Department of Education

SUBJECT: Letter of Support – US Department of Education's Magnet Schools Assistance Program (MSAP)

Dear Mr. Duncan:

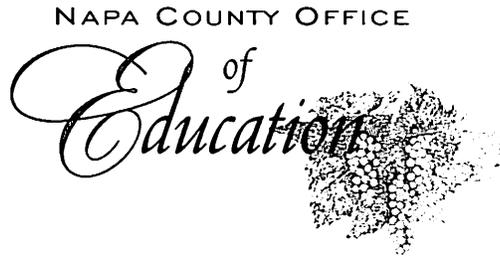
It is with great pleasure that I provide this letter of support for the Magnet School Assistance Program (MSAP). The Napa Valley Unified School District Magnet School Project is designed to further its mission of "*Transforming Lives by instilling 21st Century Skills and Inspiring Lifelong Learning in Every Student,*" and its goals are consistent with the purposes of the federal Magnet Schools Assistance Program (MSAP).

The Napa Valley Unified proposed MSAP program will create two new magnet schools and will significantly revise an existing magnet school to include a popular Dual Spanish-English Language Immersion program. To reduce minority group isolation at Harvest Middle School, the Internationale Baccalaureate-Middle Years Program will be implemented with expansion of the schools' Dual Spanish-English Language Immersion to a whole school language acquisition program. Napa Junction Elementary School will implement a rigorous STEM model with technology infused instruction throughout its program. Pueblo Vista Magnet School of Environmental Sciences will be significantly revised by adding a Dual Spanish-English Language Immersion which has proven popular in the Napa community and successful in promoting diversity in schools implementing the program.

I feel it is important to ensure the Magnet Schools Assistance Program for our city and I appreciate your consideration of this worthwhile program.

Sincerely,

Jill Techel, Mayor
City of Napa



February 22, 2013

Barbara G. Nemko, Ph.D.
Superintendent
(707) 253-6810

Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Business Services
(707) 253-6819

Fiscal Services
(707) 253-6833

General Services
(707) 253-6828

Human Resources
(707) 253-6824

Dear Secretary Duncan,

This letter is to express my strongest unqualified support for the Napa Valley Unified School District's (NVUSD) application for funding from U.S. Department of Education's Magnet Schools Assistance Program.

Educational Services
(707) 253-6810

Court & Community Schools
(707) 253-6817

Curriculum & Instruction
(707) 253-6999

Early Childhood Services
(707) 253-6914

*Regional Occupational
Program*
(707) 253-6830

Safe Schools/Healthy Students
(707) 259-5979

SELPA
(707) 253-6807

NVUSD is a leader in 21st century education. As the originator of the first New Technology High School in 1996, which now has more than 100 replications across the country, NVUSD has continued to create model programs throughout their K-12 schools. These model programs include a dual-immersion Spanish-English K-6 program at Napa Valley Language Academy, two International Baccalaureate elementary schools at Mt. George and Bel Aire Park, a charter middle school for the arts, called River School, and neighborhood, comprehensive replication of New Tech at American Canyon High School, among others.

In addition, NVUSD has taken the practice of project-based learning with integrated technology used at New Tech and rolled it out to the existing comprehensive high schools, and has a four-year plan for rolling it out to all middle and elementary schools as well.

In its current application, NVUSD is proposing to create two new magnet schools. One will be an International Baccalaureate Middle Years program at Harvest Middle School, which will expand the school's dual Spanish-English language immersion program to the

entire school. The other will be a STEM model elementary school with technology-infused instruction at Napa Junction. Finally, the existing environmental sciences magnet school at Pueblo Vista will be improved with the addition of a dual Spanish-English immersion program.

Napa County is part of the League of Innovative Schools, through the Digital Promise Initiative created by the Obama Administration. As such, we get a great deal of attention because of our cutting edge practices. Funding this application will assist us to remain current, innovative, and inspiring.

Thank you for your support.

Sincerely,



Barbara Nemko, Ph.D.

Napa County Superintendent of Schools



The mission of the NCHN is to establish collaborative relationships and advocate for cultural, educational and leadership opportunities for our Latino communities.

BOARD OF DIRECTORS

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Oscar Vega

José Hernández

Mayra Becerra

February 19, 2013

Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, SW
Washington DC, 20202

Dear Secretary Duncan:

It is our pleasure to once again support the Napa Valley Unified School District's Magnet Schools Assistance Program federal grant application. The Hispanic Network is a non-profit community organization whose mission it is to be the voice of the Latino Community.

With this mission in mind, the Hispanic Network fully supports the district's application to provide the entire Napa community with the same opportunities for higher learning. NVUSD has a proven track record of providing innovative educational programs designed to promote diversity, increase public school choice, to provide all students the opportunity to meet challenging state academic standards; and to instill 21st Century skills of communication, collaboration, communication, creativity and the technology literacy needed to prepare all students for college or career.

NVUSD has successfully implemented four elementary magnet schools to engage students with innovative programs that incorporate environmental sciences, International Baccalaureate, arts integration and science, technology, arts and mathematics. Each program was designed to ensure diversity and maximize minority participation in programs not otherwise available to them.

MSAP funding would allow NVUSD to expand its magnet schools to include a Science, Technology, Engineering and Mathematics (STEM) elementary school in an area lacking in diversity and to extend its successful Internationale Baccalaureate elementary program into a needy middle school.

The Hispanic Network has supported the NVUSD's stance and efforts on improving the overall achievement of monolingual or ESL students. The organization will continue to provide support and collaborative efforts to achieve this goal.

Thank you for your consideration of the NVUSD's Magnet School Assistance Program federal grant application.

Sincerely, 


Vicka Llamas
President



Bel Aire Park Magnet School
Janine Burt, Principal
3580 Beckworth Drive
Napa, CA 94558
707-253-3775

February 18, 2013

Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am writing to express my support for Napa Valley Unified School District's application to the Magnet School Assistance Program. Our school, Bel Aire Park, is a grateful recipient of the 2010 grant cycle and with the funding help of MSAP we have successfully implemented the Primary Years Program of the International Baccalaureate Organization. We have made tremendous growth both academically and in embracing the diversity of our community. Our application for authorization as an IB World school has been accepted and we expect our authorization visit to happen in the next few months. As part of the IB family, we are striving to become international learners and people.

As a long time advocate for the mission of the International Baccalaureate Organization, I am thrilled at the decision of Harvest Middle School staff and parents to begin implementation of the Middle Years Program of the IB. Our students and families are anxious to continue this challenging way to learn that encourages them to ask questions, think critically about concepts of global significance, and take principled action in their community and world. MSAP funds would make it possible for Harvest Middle School to participate in a system of high quality professional development to train teachers in the program to design, teach, and assess meaningful inter-disciplinary units for all students. This is an important step in solidifying a vertical strand of international education for our students from Kindergarten through 12th grade. As a district with two strong IB programs at the elementary level, the addition of a Middle Years Program will create a strong partnership that will provide support and ongoing collaboration for teachers, students, and families at all three sites.

As a school, we are committed to meeting the needs of our diverse community and have experienced the transformation of our students due to the IB program. Our hope is to see this positive growth continue and expand to an even wider group of Napa students. Thank you for your consideration.

Sincerely,

Janine Burt
Principal



Harvest Middle School

"Where Success is Expected"

Linda Beckstrom, Principal

Deb St Clair and Monica Ready, Assistant Principals

Kathi Edwards School Counselor

2449 Old Sonoma Road

Napa, Ca 94558

Phone: (707) 259-8866 Fax (707)253-4013

Mr Arne Duncan
Secretario de Educación
Departamento de Educación de U.S.
400 Maryland Avenue, SW
Washington, DC 20202

Estamos escribiendo para apoyar a la Escuela Intermedia Harvest a convertirse en una escuela de Bachillerato Internacional y una escuela Magnética de Adquisición de la Lengua. Estamos muy emocionados de que la Escuela Intermedia Harvest será incluida en la aplicación del Distrito Escolar del Valle de Napa al Programa de Asistencia Escolar Magnético del Departamento de Educación de los Estados Unidos.

Con el apoyo de los fondos Federales, puede implementarse el programa de años intermedios del Bachillerato Internacional en la Harvest que le proporcionará la continuación del programa IB para estudiantes en dos programas de la escuela primaria en el distrito. El programa IB en la Harvest incluirá instrucción en la lengua española para todos los estudiantes y continuara con el componente de inmersión dual en Español dentro del programa IB. El programa dual de inmersión es reconocido internacionalmente por la Academia Española (ISA) a través del Ministerio de Educación y Ciencia de España y ofrece la continuación con el programa de inmersión dual en Español K-6 ofrecido por la escuela Napa Valley Language Academy.

Creemos que estos programas ayudarán a mantener a las familias en la Harvest las cuales quieran optar por elegir otra escuela Intermedia diferente y atraerá a más diversa población de estudiantes a la escuela.

Atentamente,

Comité Consultativo de Aprendices de Ingles (ELAC)


Gabriela Covarrubias
Miembro de la Junta


Emma Ojeda
Miembro de la Junta



Harvest Middle School

"Where Success is Expected"

Linda Beckstrom, Principal
Deb St Clair and Monica Ready, Assistant Principals
Kathi Edwards School Counselor
2449 Old Sonoma Road
Napa, Ca 94558
Phone: (707) 259-8866 Fax (707)253-4013

Mr. Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

We, the Harvest Middle School Parent Faculty Club, are writing in support of Harvest Middle School becoming an International Baccalaureate and Language Acquisition Magnet School. We are excited that Harvest Middle School will be included the Napa Valley Unified School District's application to the US Department of Education's Magnet Schools Assistance Program (MSAP).

With the support of federal funds, the International Baccalaureate-Middle Years Programme at Harvest can be implemented which will provide continuation of the IB program for students at two Primary Years Programmes in the district. The IB program at Harvest will include Spanish language instruction for all students and continue its dual Spanish immersion strand within the IB program. The dual immersion program is a recognized International Spanish Academy (ISA) school through the Ministry of Education and Science in Spain and provides for continuation of the K-6 dual Spanish Immersion program offered by the Napa Valley Language Academy.

We believe these programs will help keep families at Harvest who might otherwise choose a different middle school and will attract more diverse population of students to our school.

Sincerely,

Cathern Kipsey
Vice President
Parent Faculty Club



Julie D. Tyler, Principal
1019 Second Avenue
Napa, CA 94558

Office 707-253-3766
Fax 707-253-3624
www.mtgeorge.org

February 25, 2013

Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am writing in support of the Napa Valley Unified School Districts application to the US Department of Education's Magnet Schools Assistance Program (MSAP).

I write specifically to support the proposed continuation of the International Baccalaureate (IB) program at Harvest Middle School. Harvest Middle school will be working towards becoming an authorized International Baccalaureate –Middle Years Programme School (MYP) in which Spanish language instruction will be offered to all students. As principal of an authorized IB Primary Years Programme (PYP) school, I have seen the benefits that this inquiry-based program can bring to all students.

IB develops the whole child as an inquirer both in the classroom and in the world outside. It encourages open mindedness and a positive attitude to learning. It does this by engaging students in inquiries and developing awareness of the learning process so they become lifelong learners. The student learning is related to the world beyond school, so students see the relevance of the content and connect it in ways that are both engaging and challenging.

Students learning in this way are challenged to become communicators, creative, open minded, risk takers, knowledgeable and reflective - all things that not only support the Common Core State Standards but create 21st Century citizens ready for college or career.

By becoming an IB MYP school Harvest would be providing the continuation of the program for students from the two IB PYP schools and opening up the opportunity for more students to have access to a truly 21st century education.

Sincerely,

Julie Tyler
Principal, Mt. George International School

FilAm of American Canyon



February 18, 2013
Napa Valley Unified School District
2425 Jefferson Street
Napa, CA 94558

To Whom It May Concern,

American Canyon is a unique, diverse, multicultural community and the Filipino American Association of American Canyon strongly supports Napa Junction Elementary School and its Principal, Donna Drago, towards its endeavor of becoming a magnet school for the benefit of our students and community alike. As an organization, we are proud to support innovative programs that expand educational choices for students, promote diversity within our schools, improve student achievement, prepare students for further education and the world of work and develop positive school environment by allowing students to participate in a STEM School through Magnet School.

The Fil-Am of American Canyon strongly encourages you to consider Napa Junction Elementary School to receive this Magnet Grant for 2013. Your kind consideration would be deeply appreciated.

Sincerely,


Anthony Quicho
FilAm President
46 Highridge Drive
American Canyon, CA 94503



February 27, 2013

Mr. Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

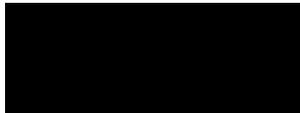
I am writing to support of Napa Junction Elementary School becoming a STEM/New Technology Network Magnet School and Vista 360 at Pueblo Vista becoming a Dual Immersion Environmental Science Magnet School. I am excited that both schools will be included the Napa Valley Unified School District's application to the US Department of Education's Magnet Schools Assistance Program (MSAP).

With federal magnet school support, Napa Junction will transform itself into a STEM school, providing world class Science, Technology, Engineering and Mathematics education to any student in American Canyon who chooses to enroll in the magnet school. Napa Junction will partner with New Technology Network to implement the NTN design of school leadership, strong professional learning culture in which all students participate in technology infused project based learning. The NTN design will be a foundation for the school's STEM magnet focus, where project based, hands on experiences in the application of science and math to engineering the focus.

Furthermore, with federal magnet school support, Vista 360 at Pueblo Vista will combine their earlier work with the environmental sciences with a dual language program for students learning Spanish and English. Providing a strong foundation in the environmental sciences and in a second language will give students a unique opportunity to become bi-literate/bicultural while learning how to support local efforts to protect and develop their environment not only in the Napa Valley and California but as part of a world community.

We believe this program will help keep families at both Napa Junction and Vista 360 who might otherwise choose a different elementary school and will attract more diverse population of students to the school

Sincerely,



Carlos Hagedorn
Instructor, Humanities Department, Napa Valley College

Division of Arts and Humanities - 2277 Napa-Vallejo Hwy., Napa, CA 94558
Phone: 707-256-7502 Fax: 707-256-4569

PR/Award # U165A130084

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New Tech Network

T: 707.253.6951
F: 800-856-7038
www.newtechnetwork.org

February 28, 2013

Mr. Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

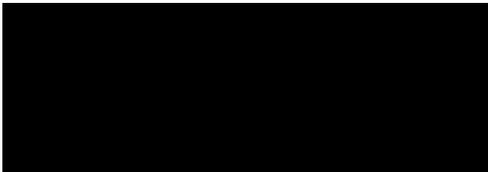
Dear Secretary Duncan:

This letter is to show my support and enthusiasm for Napa Junction Elementary School in becoming a STEM school. As President of New Tech Network, I support both the goals of the federal Magnet School Program and theme of STEM.

With federal magnet school support, Napa Junction will transform itself into a STEM school, providing world class Science, Technology, Engineering and Mathematics education to any student in American Canyon who chooses to enroll in the magnet school. Napa Junction will partner with New Technology Network to implement the NTN design of school leadership, strong professional learning culture in which all students participate in technology infused project-based learning. The NTN design will be a foundation for the school's STEM magnet focus, where project-based, hands-on experiences in the application of science and math to engineering the focus.

We believe this program will help keep families at Napa Junction who might otherwise choose a different elementary school and will attract more diverse population of students to the school.

Sincerely,



President, New Tech Network

Central Office
1250 Main Street, Ste. 100
Napa, California 94559

436 ~14th Street
Suite 310
Oakland, California 94612

One West Fourth Street
Suite 200
Cincinnati, Ohio 45202

PR/Award # U165A130084

Page e202

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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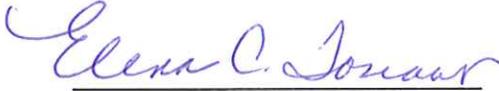
Magnet Schools Assistance Program Assurances

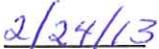
In accordance with section 5305(b)(2) of the ESEA, the applicant hereby assures and certifies that it will

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

* * * * *

If the applicant has an approved desegregation plan, the applicant hereby assures and certifies that it is implementing that desegregation plan as approved.


Signature of Authorized Representative


Date

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

NAPA VALLEY UNIFIED SCHOOL DISTRICT					
Harvest Middle School - International Baccalaureate Middle Years Programme					
Category	Explanation	Project Year 1 2013	Project Year 2 2014	Project Year 3 2015	Total
PERSONNEL					
Magnet School Lead/IB MYB Coordinator - 1.00 FTE Certificated	The Magnet Lead Teacher's salary is calculated on a 185-day position based on the District's Certificated Salary Schedule, Master's Degree and at least 15 years of teaching experience and curriculum responsibilities related to the job description.	██████	██████	██████	██████
Instructional Coach - IB - 1.00 FTE Certificated	Coach/resource teacher to train IBDesign and embedded technology in curriculum and instruction. Salary is calculated on a 180-day position based on the District's Certificated Salary Schedule, Master's Degree and at least 10 years of teaching experience and curriculum responsibilities related to the job description.	██████	██████	██████	██████
Community Outreach Coordinator - Classified 10 hpw @ 36 weeks	A classified employee to provide bilingual outreach to the community. This position will require the creation of promotional materials for the grant theme and contact hours with parents and students. 10 hours per week for 36 weeks. The salary is calculated on the Classified Salary Schedule at Range 29 Bilingual Community Liaison.	\$6,903	\$7,241	\$7,612	\$21,756
IA/Media/Library/Tech Specialist - Classified - .50 FTE Range 22	Position to support a media lab and additional library resource for support with interdisciplinary IB units. Also, the support aide will allow one lab to be open on some nights for parent and student usage as well as additional hours after school through flexible scheduling. Set up and support site-Level I tech needs and trouble shooting - 4 hpd, 190 days	\$12,264	\$12,856	\$13,520	\$38,640
Clerical Support - Classified	Additional clerical hours will provide support to the MYP Coordinator and Community Outreach Coordinator (100 hours per year). Typist Clerk II, Range 23	\$1,684	\$1,768	\$1,858	\$5,310
Sub Release - Curriculum Development	Each teacher will have 6 release days per year to develop IB units (40 teachers @ \$115 per day x 6 days = \$27,600)	\$27,600	\$27,600	\$27,600	\$82,800
Sub Release - CABE Conference	5 teachers x 2 days x \$115 (district sub rate) = \$1,150	\$1,150	\$1,150	\$1,150	\$3,450
Extended Teacher Collaboration Time - Curriculum Development	Each teacher will receive an average of 30 hours in year one, 15 hours in years two and three to work on IB curriculum development and receive coaching in IB instructional strategies from the IB teacher leaders and MYP coach. (30 hours outside of contract day @ \$42 per hour from summer school rate x 40 teachers)	\$50,400	\$25,200	\$25,200	\$100,800
Professional Development - IB	IB continued professional development summer training (25 staff members @ \$100 per day x 5 days)	\$12,500	\$12,500	\$12,500	\$37,500
Stipends - IB Leader	Each framework will have a teacher leader and each grade level will have a global context (interdisciplinary) leader who will help support the implementation of IB school-wide. The leaders will receive a leader stipend that averages to about 5 hours per month of coaching teachers (8 teachers x \$2000 stipend)	\$16,000	\$16,000	\$16,000	\$48,000
Stipends - IB Category 1 summer training	Onsite IB Category One training est. one day at \$100 x 40 teachers	\$4,000	\$4,000	\$4,000	\$12,000
Stipends - IB Categories 1-3 summer training	Offsite IB Category One-Three summer training 3 days at \$100 x 25 staff members	\$7,500	\$7,500	\$7,500	\$22,500
Stipends - AVID Summer Institute	Offsite AVID training - teacher stipends 3 days x 100 x 5 teachers = \$1500	\$1,500	\$1,500	\$1,500	\$4,500
Stipends - Divesity Training after school	Onsite training after contract day 40 teachers x \$50 stipend	\$2,000	\$0	\$0	\$2,000
Sub Release - Professional Development: AVID Critical Reading and Focused Note-Taking	Onsite AVID training estimated two days x \$115 (district sub rate) x 15 teachers per year = \$3,450	\$3,450	\$3,450	\$3,450	\$10,350
Sub Release - Professional Development: Google Training	Onsite Google training estimated two days x \$115 (district sub rate) x 15 teachers per year = \$3,450	\$3,450	\$3,450	\$3,450	\$10,350
Sub Release - Professional Development: GLAD Training	Onsite GLAD Training for dual immersion estimated 6 days x \$115 (district sub rate) x 10 teachers per year = \$6,900	\$6,900	\$0	\$0	\$6,900
Sub Release Professional Development: Project-Based Learning (PBL) for English Learners Training	Onsite English Learner Training to support inquiry based IB unit development for entire staff estimated 2 days x 115 (district sub rate) x 15 teachers per year = \$3,450 Follow-up trainings estimated 2 days per year x 115 (district sub rate) x 15 teachers per year = \$3,450	\$6,900	\$6,900	\$6,900	\$20,700
Sub Release - Dual Immersion School Visit	5 teachers x 2 days x \$115 (district sub rate) = 1,150	\$1,150	\$0	\$0	\$1,150
Sub Release - Annual IB Conference	3 teachers x 3 days x \$115 (district sub rate) = \$1,035	\$1,380	\$1,380	\$1,380	\$4,140

NAPA VALLEY UNIFIED SCHOOL DISTRICT					
Harvest Middle School - International Baccalaureate Middle Years Programme					
Category	Explanation	Project Year 1 2013	Project Year 2 2014	Project Year 3 2015	Total
Sub Release - Annual Magnet Schools of America Conference	4 teachers x 3 days x \$115 (district sub rate) = \$1,380	\$1,380	\$1,380	\$1,380	\$4,140
Sub Release - Diversity Training	11 teachers x 1 day x \$115 (district sub rate) = \$1,265	\$0	\$1,265	\$0	\$1,265
SALARIES SUBTOTAL		\$317,246	\$288,257	\$292,130	\$897,633
EMPLOYEE BENEFITS					
SSI/Medicare - Certificated	Medicare for certificated is calculated at 1.45%	\$2,162	\$2,220	\$2,278	\$6,661
SSI/Medicare - Classified	FICA/Medicare for classified is calculated at 7.65%	\$1,595	\$1,673	\$1,759	\$5,027
Retirement - Certificated	State Teachers Retirement System (STRS) for certificated employees is calculated at 8.25%	\$12,304	\$12,632	\$12,963	\$37,899
Retirement - Classified	Public Employees Retirement System (PERS) for classified employees is calculated at 11.417%	\$2,381	\$2,496	\$2,625	\$7,502
Health & Welfare	This insurance is calculated at \$5,402 per year per employee (\$5,402 x 3.5 = \$18,907)	\$18,907	\$18,907	\$18,907	\$56,721
Worker's Compensation Benefits	Benefits are calculated at 1.85% per employee per year.	\$3,145	\$3,237	\$3,332	\$9,714
Unemployment Insurance	Benefits are calculated at 1.1% per employee per year.	\$1,870	\$1,925	\$1,981	\$5,776
BENEFITS SUBTOTAL		\$42,363	\$43,090	\$43,846	\$129,299
TOTAL PERSONNEL		\$359,609	\$331,347	\$335,976	\$1,026,932
TRAVEL					
Annual IB Conference	The administrative lead, MYP coordinator, and 4 teachers will attend the IB National Conference annually. (\$900 registration per person x 6 = \$5,400; plus travel/air, mileage, hotel, food \$1000 each x 6 = \$6,000)	\$11,400	\$11,400	\$11,400	\$34,200
Magnet Schools of America Conference	The administrative lead, MYP coordinator, and 4 teachers will attend the Magnet National Conference annually. (\$685 registration per person x 6 = \$4,110, plus travel/air, mileage, hotel, food \$1000 each x 6 = \$6,000)	\$10,110	\$10,110	\$10,110	\$30,330
CABE - California Association of Bilingual Education Conference	Annual CABE Conference in California - Registration + Airfair + hotel + mileage/parking/trans/food x 6 @ approx. \$900 per person	\$5,400	\$5,400	\$5,400	\$16,200
Advancement Via Individual Determination (AVID) Summer Institute	Professional Development for 5 curriculum leaders in core content and one administrative lead (\$739 registration x 6 staff members = \$4,434; plus Hotel (2 nights x \$150) \$300 x 6 = \$1800; mileage/parking/food = \$250 x 6 = \$1500	\$7,734	\$7,734	\$7,734	\$23,202
IB Category One-Three Workshop	1 administrative lead and 25 staff members will attend the IB Category One-Three Workshop annually. Airfare \$500 + hotel (4 nights x \$150/night) \$600 + Bus/Car/Mileage/Food \$400 = \$1500 per participant	\$39,000	\$39,000	\$39,000	\$117,000
IB/Dual Immersion School Visit	1 administrative lead and 5 IB teacher leaders will visit a school-wide IB accredited school with Dual Immersion Program in Year 1. Flight \$550 + hotel (2 nights x \$150/night) \$300 + mileage/parking/food/bus \$200 = \$1,050 x 6 = \$6,300	\$6,300	0	0	\$6,300
Diversity Training - National Equity Project	Teaching with a Cultural Eye Institute in Oakland - 3 days, 5 participants: registration & mileage/bridge/food = \$1000	\$0	1000	0	\$1,000
TOTAL TRAVEL		\$79,944	\$74,644	\$73,644	\$228,232
EQUIPMENT					
Student Chromebooks	9 Chromebooks per classroom to support technology infused instruction	\$48,600	\$48,600	\$0	\$97,200
Teacher Laptops	1 laptop per teacher to support technology infused curriculum and instruction x 45 teachers	\$27,000	\$27,000	\$0	\$54,000
Computers and iPads for Media, Language, and Labs	Phase-in computers and iPads for media lab, language lab, and computer lab (30 per year)	\$36,000	\$36,000	\$36,000	\$108,000
Interactive White Board	Phase In Interactive White Board Display Screens mounted in each content classroom @ 12 classrooms each year, Year 1 and 2	\$42,000	\$42,000	\$0	\$84,000
LCD Screens	28 LCD screens for classrooms to incorporate interactive, digital curriculum and instruction	\$31,680	0	0	\$31,680
Document Readers	17 document readers to support primary source documents and assessment scanning	\$9,010	0	0	\$9,010

NAPA VALLEY UNIFIED SCHOOL DISTRICT					
Harvest Middle School - International Baccalaureate Middle Years Programme					
Category	Explanation	Project Year 1 2013	Project Year 2 2014	Project Year 3 2015	Total
Media Docking System	Media System to create promotional materials to “scream the theme” which includes a Macbook, SLR Camera, and networked scanner/printer for Community Outreach Coordinator	\$5,000	0	0	\$5,000
Sound System	Sound system for school assemblies, parent outreach assemblies, and community activities	\$1,500	0	0	\$1,500
Printers	20 network printers to support student portfolios	\$10,000	0	0	\$10,000
Printer/Scanner	One printer/scanner per core content area to support student portfolios and assessment/data documentation	\$2,000			\$2,000
Language Lab Tables, Chairs	To expand cultural studies and language lab activities, providing rectangle computer tables and chairs	\$5,000	0	0	\$5,000
Microphone System	2 Juno Systems for language lab and media lab, and 4 for language teachers	\$3,000	\$3,000	\$3,000	\$9,000
Display Cases	To increase display of student work focused on international themes to be erected in hallways and teacher classrooms with cinder block walls (6 x \$500 = \$3,000)	\$3,000	0	0	\$3,000
Media Equipment	Four iMacs for media lab and media production equipment	\$15,000	\$10,000	0	\$25,000
LED Marquee - Promotional	To increase marketing of school-wide magnet to be erected at a highly visible location in the front of the school	\$20,000	0	0	\$20,000
TOTAL EQUIPMENT		\$258,790	\$166,600	\$39,000	\$464,390
MATERIALS & SUPPLIES					
Curriculum - curricular materials (textbooks, techbooks and ebook licenses)	Curricula materials necessary in establishing the international environment throughout the school (\$2,500 x 40 teachers = \$80,000) Yr. 3 will provide supplementary materials	\$40,000	\$40,000	\$10,000	\$90,000
Curriculum - Classroom fiction and non-fiction text	To expand the classroom’s international titles and include more expository text aligned to common core	\$20,000	\$15,000	\$10,000	\$45,000
Curriculum - AVID Critical Reading Curriculum	To increase student reading comprehension (one critical reading teacher edition \$75 x 40 teachers = \$1,800)	\$1,800	0	0	\$1,800
Curriculum - Model United Nations	To create and expand Model UN for middle school students	\$2,500	\$2,500	\$2,500	\$7,500
Language Curriculum and Supplemental Materials	Language B Curriculum, student workbooks,GPS systems for mapping international locations, digital software for language lab, and Nonfiction/Fiction Library for Dual Immersion (Language B) courses	\$35,000	\$15,000	\$10,000	\$60,000
Library - Print and digital resources	To expand the library’s print and digital resources focused on international titles	\$20,000	\$15,000	\$10,000	\$45,000
Library/Media - International magazines and videos	To provide print materials in a foreign language for student exposure and videos to be viewed as students research other countries and engage in cultural studies	\$3,000	\$2,000	\$1,000	\$6,000
Supplies - Magnet Program	Binder notebooks, flash drives, ink cartridges for printers and fax machine, pens, pencils, adhesive notes, file folders, legal pads, paper clips, another general office supplies	\$4,500	\$3,500	\$2,500	\$10,500
Supplies - Art Program	To increase students’ opportunities to learn artistic techniques and develop international art products	\$10,000	\$8,000	\$4,000	\$22,000
Supplies - Headsets	36 Logitech headsets for language lab and 36 headphones for media lab	\$2,880	0	0	\$2,880
Materials - Music Studio	To provide students opportunities to learn and play instruments and sing music from around the world, includes musical equipment (percussion instruments and drums), sound system and technology, as well as new instruments	\$15,000	\$7,000	\$5,000	\$27,000
Materials - Promotional	Promotional school items for students and parents which highlights the new theme-based magnet (pencils, pencil pouches, mouse pads, etc.)	\$5,000	\$3,000	\$2,000	\$10,000
Materials - Magnet Recruitment Fair	To participate in the fair—includes magnet banner, tabletop display, give-a-ways with magnet promotional materials	\$2,000	\$1,000	\$1,000	\$4,000
Materials - International Flags	To display representative flags to advance the international theme. One complete sets of 192 United Nations World Flags 5’x8’.	\$10,000	0	0	\$10,000
Materials - Promotional School Lobby	To enhance lobby to present an international focus for the school	\$3,000	\$2,000	\$1,000	\$6,000
TOTAL MATERIALS & SUPPLIES		\$174,680	\$114,000	\$59,000	\$347,680

NAPA VALLEY UNIFIED SCHOOL DISTRICT					
Harvest Middle School - International Baccalaureate Middle Years Programme					
Category	Explanation	Project Year 1 2013	Project Year 2 2014	Project Year 3 2015	Total
CONTRACTED SERVICES					
IB Application/Annual Fees	Approximate Annual Fees which includes IB Consultant Services	\$4,500	\$10,000	\$10,000	\$24,500
IB Consultant Services	Consultant days for IB training and coaching on IB unit building	\$5,000	\$5,000	\$5,000	\$15,000
Professional Development - Diversity Training	Onsite Diversity 1 days for trainer = \$1,000; 3 days offsite training = \$5,000	\$1,000	\$5,000	\$0	\$6,000
Professional Development - Google Training	Onsite Google 2 days for trainer = \$3,000	\$3,000	\$3,000	\$0	\$6,000
Professional Development: GLAD Training	Onsite GLAD 6 days for trainer = \$6,500	\$6,500	\$0	\$0	\$6,500
Professional Development - Project-Based Learning (PBL) for English Learners Training	Onsite English Learner Training to support inquiry based IB unit development; 2 day initial training = \$6300. Follow-up 2 day trainer annually = \$6,300	\$12,600	\$12,600	\$12,600	\$37,800
Muralist	To create an international theme to "scream the theme" of the IB Programme	\$5,000	\$2,500	\$2,500	\$10,000
IB Assessment Monitoring Fee	Assessment Monitoring (15 courses per year at \$200)	0	0	\$3,000	\$3,000
TOTAL CONTRACTED SERVICES		\$37,600	\$38,100	\$33,100	\$108,800
CONSTRUCTION					
		\$0	\$0	\$0	\$0
TOTAL CONSTRUCTION		\$0	\$0	\$0	\$0
OTHER					
Postage	To promote the IB theme and to exchange with embassies of foreign countries	\$1,500	\$1,500	\$1,500	\$4,500
Magnet School of America	Annual Membership	\$225	\$225	\$225	\$675
Computer Virus Protection Plan	One per new computer per year	\$20,000	\$20,000	\$0	\$40,000
Entrance fees to International Exhibitions and funding for Global Community Projects	To expose students annually to international exhibitions and performers at the local art museums and performing arts (760 students x \$12 = \$9,120)	\$9,120	\$9,120	\$9,120	\$27,360
TOTAL OTHER		\$30,845	\$30,845	\$10,845	\$72,535
TOTAL DIRECT COSTS		\$941,468	\$755,536	\$551,565	\$2,248,569
TOTAL INDIRECT COSTS 4.28%		\$40,295	\$32,337	\$23,607	\$96,239
TOTAL REQUESTED		\$981,763	\$787,873	\$575,172	\$2,344,808

NAPA VALLEY UNIFIED SCHOOL DISTRICT

Napa Junction Elementary School

Category	Explanation	Project Year 1 2013	Project Year 2 2014	Project Year 3 2015	Total
PERSONNEL					
Magnet School Lead Teacher/STEM Coordinator - 1 00 FTE Certificated	The Magnet Lead Teacher's salary is calculated on a 185-day position based on the District's Certificated Salary Schedule, Master's Degree and at least 15 years of teaching experience and curriculum responsibilities related to the job description				
Instructional Coach - STEM - 1 00 FTE Certificated	This Instructional Coach will: become STEM certified; coach and train teachers to plan STEM curriculum; co-teach with staff demonstrating effective strategies for sustainability; coordinate STEM staff development; support integration of STEM curriculum; and collect/report data to evaluate STEM program Salary is calculated on a 180-day position based on the District's Certificated Salary Schedule, Master's Degree and at least 10 years of teaching experience and curriculum responsibilities related to the job description				
Instructional Assistant - STEM - 1 00 FTE Range 20 Classified	To work with STEM coach and classroom teachers; set up/maintain FOSS and EiE kits and equipment and support STEM instruction; This salary is calculated on a 9 month employee contract of 180 days at 7 hpd, Range 20 hourly on the Classified Salary Schedule				
Instructional Assistant - Tech Specialist - 50 FTE Range 22 Classified	To support the set up and level 1 trouble shooting of all technology equipment; supervise students working in lab setting; maintain equipment and liaise with District Tech Specialist; 4 hpd 185 days, Range 22 based hourly on Classified Salary Schedule				
Sub Release - Curriculum Development	6 days per year to develop PBL/STEM units (20 teachers @ \$115 per day x 6 days = \$13,800 per year)	\$13,800	\$13,800	\$13,800	\$41,400
Sub Release - Professional Development	Onsite training in STEM; 5 days per year: (20 teachers @ \$115 per day x 5 days = \$11,500)	\$11,500	\$11,500	\$11,500	\$34,500
Sub-Release - Data Training Cycles	4 days x 8 teachers @ \$115 per day	\$0	\$3,680	\$3,680	\$7,360
Sub Release - California Science Conference	2 days x 8 teachers @ \$115 per day	\$1,840	\$0	\$0	\$1,840
Sub Release - CUE Conference	1 day x 8 teachers @ \$115 per day	\$920	\$920	\$920	\$2,760
Sub Release - National Science Conference	2 days x 8 teachers @ \$115 per day	\$1,840	\$0	\$0	\$1,840
Sub Release - NCTM Conferences (Fall/Spr)	4 days x 8 teachers @ \$115 per day	\$0	\$0	\$3,680	\$3,680
Sub Release - Visit STEM Schools	2 days x 8 teachers @ \$115 per day	\$1,840	\$2,300	\$0	\$4,140
Stipends - Diversity Training after school	Onsite training after contract day 20 teachers x \$50 stipend	\$1,000	\$0	\$0	\$1,000
Stipend - Professional Development - Lego Education, Engineering is Elementary, Power of Teaching (SFA), Lawrence Hall of Science, New Tech Network, NASA, St Catherine STEM Certification	Onsite STEM training outside contract day (4 days x 20 teachers @ 100 per day = \$8000)	\$8,000	\$8,000	\$8,000	\$24,000
Extended Teacher Collaboration Time - Curriculum Development	Each teacher will receive an average of 30 hours in year one, 15 hours in years two and three to work on curriculum development (30 hours outside of contract day @ \$42 per hour from summer school rate x 20 teachers)	\$25,200	\$12,600	\$12,600	\$50,400
SALARIES SUBTOTAL		\$247,539	\$239,961	\$247,099	\$734,599
EMPLOYEE BENEFITS					
SSI/Medicare - Certificated	Medicare for certificated is calculated at 1 45%	\$2,162	\$2,220	\$2,278	\$6,661
SSI/Medicare - Classified	FICA/Medicare for classified is calculated at 7 65%	\$2,483	\$2,604	\$2,738	\$7,826
Retirement - Certificated	State Teachers Retirement System (STRS) for certificated employees is calculated at 8 25%	\$12,304	\$12,632	\$12,963	\$37,899
Retirement - Classified	Public Employees Retirement System (PERS) for classified employees is calculated at 11 417%	\$3,706	\$3,887	\$4,086	\$11,679
Health & Welfare	This insurance is calculated at \$5,402 per year per employee (\$5,402 x 3 5 = \$18,907)	\$18,907	\$18,907	\$18,907	\$56,721
Worker's Compensation Benefits	Benefits are calculated at 1 85% per employee per year	\$3,360	\$3,462	\$3,569	\$10,391
Unemployment Insurance	Benefits are calculated at 1 1% per employee per year	\$1,998	\$2,059	\$2,122	\$6,178
BENEFITS SUBTOTAL		\$44,920	\$45,772	\$46,664	\$137,356
TOTAL PERSONNEL		\$292,459	\$285,733	\$293,763	\$871,955
TRAVEL					
Magnet Schools of America Conference (Spring)	Annual Magnet Schools of American Conference; location undetermined at this time; This figure is based on travel to Washington DC in the Spring Registration \$750 and Airfair \$700 x 3 = \$4,350; GSA rate \$224 x 2 x 3 nights = \$1,464; mileage/parking/trans/food = \$150 x 3 = \$450	\$6,264	\$6,264	\$6,264	\$18,792
EiE Everyone Engineers at Museum of Science, Boston (Summer)	2-day workshop to introduce educators to the EiE program and materials; participants explore introductory engineering, technology and EiE units Registration \$250 and Airfare \$550 x 8 = \$6,400; July and August GSA rates for Boston \$183 x 4 x 2 days = \$1,464; mileage/parking/transportation/food = \$100 x 8 = \$800	\$8,664	\$0	\$0	\$8,664
EiE Teacher Educator Institute at Museum of Science, Boston (Summer)	3-day workshop designed to introduce educators to the EiE program and materials Participants learn pedagogical strategies for professional development programs for elementary teachers using EiE Registration \$450 and Airfare \$550 x 4 = \$4,000, July and August GSA rates for Boston \$183 x 2 x 3 days = \$1,098; mileage/parking/trans/food = \$150 x 4 = \$600	\$5,698	\$0	\$0	\$5,698
California Science Teachers Conference (Fall)	2 day conference to enhance science instruction; Registration \$200 and Airfare \$300 x 8 = \$4,000, October GSA rate for Palm Springs, CA \$99 x 4 x 2 days = \$792; mileage/parking/trans/food = \$100 x 4 = \$400	\$5,192	\$5,192	\$0	\$10,384
National Science Teachers Conference (Fall)	2 day conference to enhance science instruction; Registration \$300 and Airfare \$300 x 8 = \$4,800, October GSA rate for Portland, OR \$113 x 4 x 2 days = \$904; mileage/parking/trans/food = \$100 x 4 = \$400	\$6,104	\$0	\$0	\$6,104
National Council of Teachers of Mathematics (NCTM) Conference (Fall)	2 day conference focused on math instruction, Registration \$450 and Airfare \$600 x 8 = \$8,400; GSA rate \$96 x 4 x 2 days = \$768; mileage/parking/trans/food = \$100 x 8 = \$800	\$0	\$0	\$9,968	\$9,968

NAPA VALLEY UNIFIED SCHOOL DISTRICT

Napa Junction Elementary School

Category	Explanation	Project Year 1 2013	Project Year 2 2014	Project Year 3 2015	Total
National Council of Teachers of Mathematics (NCTM) Interactive Institute for Grades Pre-K-5 (Spring)	2 day Institute focused on conceptual understanding, procedural fluency, and applications Location in 2014 is not yet determined Figures are based on travel to East Coast Registration \$500 and Airfare \$700 x 8 = \$9,600; GSA \$175 x 4 x 2 days = \$1,400 mileage/parking/trans/food = \$100 x 8 = \$800	\$0	\$11,800	\$0	\$11,800
CUE Annual Conference (Fall)	1 day Computer Using Educators conference - Napa Location Registration \$250 x 8 = \$2,000	\$2,000	\$2,000	\$2,000	\$6,000
New Tech Network Leadership Institute and Trainings	Conference is 4 days held in Midwest; Airfare \$500 x 3 = \$1,500; Hotel \$115 x 2 x 4 nights = \$920 mileage/parking/trans/food = \$200 x 3 = \$600	\$3,020	\$3,020	\$3,020	\$9,060
Networking with other STEM Schools	This figure includes costs for travel expenses to visit other STEM sites for purposes of collaboration and learning We anticipate that travel will be within a 100 mile radius of our school site	\$1,000	\$1,000	\$1,000	\$3,000
Diversity Training - National Equity Project	Teaching with a Cultural Eye Institute in Oakland - 3 days, 3 participants: mileage/bridge/food = \$500	\$0	500	0	\$500
TOTAL TRAVEL		\$37,942	\$29,776	\$22,252	\$89,970
EQUIPMENT					
10 Laptop Computers for Teachers	Mobile devices for travel and group collaboration time	\$10,000	\$0	\$0	\$10,000
iPads (15 per gr 1-3) and "Otter" covers (gr 1-2)	For student access to apps and educational software	\$9,000	\$9,000	\$9,000	\$27,000
Keyboard Cases for iPads (gr 3)	Common Core requires students to learn keyboarding skills beginning in gr 3	\$6,500	\$500	\$500	\$7,500
iPad carts (3 total)	For charging and downloading apps	\$1,500	\$1,500	\$1,500	\$4,500
Desktop computers (gr K-5)	6 per classroom for student workstations and to access online techbooks and programs (Read 180, iReads, etc)	\$64,800	\$64,800	\$0	\$129,600
Chromebooks Cart with Chromebooks	Cart shared among grades 3-5	\$15,000	\$15,000	\$15,000	\$45,000
Interactive Promethean Boards	All classrooms, labs and Multipurpose room need Promethean boards to access ActivInspire flipcharts, and video in any instructional setting 4 x \$3,500 each	\$7,000	\$7,000	\$0	\$14,000
LCD Projectors	For instruction in rooms installing Promethean Boards	\$2,400	\$2,400	\$1,200	\$6,000
AirPrint Printers	Capacity to print from iPads	\$0	\$1,200	\$1,200	\$2,400
16 Science Lab Tables	Tables for classroom being set up as science/engineering lab	\$9,600	\$0	\$0	\$9,600
Science Lab Mirror	Students can watch via large mirror as teacher demonstrates	\$3,500	\$0	\$0	\$3,500
Science Lab Shelving	Storing Equipment	\$5,000	\$1,000	\$0	\$6,000
Science Lab Equipment	For items that require refrigeration/heating	\$1,000	\$500	\$500	\$2,000
Science Lab Digital Microscope	Examine specimens and magnify via USB connection to Promethean board For teacher demonstration or student use	\$500	\$0	\$0	\$500
Science Lab Skeleton	Life-size model with stand, for life science instruction units	\$500	\$0	\$0	\$500
Science Lab sink and hot water heater	Double sink, water heater and installation	\$2,200	\$0	\$0	\$2,200
Signage	Permanent Sign for Front of School	\$5,000	\$0	\$0	\$5,000
TOTAL EQUIPMENT		\$143,500	\$102,900	\$28,900	\$275,300
MATERIALS & SUPPLIES					
Common Core Aligned Materials Gr K-5	Common core math materials	\$25,000	\$25,000	\$0	\$50,000
Headphones with speakers	Software requires ability to hear and speak	\$3,000	\$3,000	\$3,000	\$9,000
FOSS Kits	20 FOSS kits to support hands on science instruction K-5 (Years 2 and 3 prices are refill kits)	\$13,850	\$1,375	\$1,375	\$16,600
Engineering is Elementary Kits	20 EIE kits to support hands on engineering instruction K-5 (Years 2 and 3 prices are refill kits); pricing includes teacher guides and literacy components	\$12,450	\$3,025	\$3,025	\$18,500
Steps of the Engineering Design Process	5 posters that illustrate engineering design process for lab	\$43	\$0	\$0	\$43
DUPLO Early Simple Machines III	Kits to support engineering instruction	\$3,500	\$0	\$0	\$3,500
WeDo Robotics Getting Started III Package	Robotics kits to support engineering instruction	\$2,500	\$0	\$0	\$2,500
Common Core Curriculum Maps	CCSS infused in STEM lessons @ \$26 95 x 20 maps	\$550	\$0	\$0	\$550
AIMS Materials	RTI and enrichment opportunities around science themes	\$300	\$300	\$300	\$900
STEM Library	STEM books	\$2,500	\$2,500	\$2,500	\$7,500
Toner and Ink Cartridges	Various models for laser and inkjet printers	\$500	\$500	\$500	\$1,500
PBL Presentation Supplies	Supplies for student projects	\$2,500	\$2,500	\$2,500	\$7,500
32 Lab Stools	For students and teacher use in Science lab	\$1,600	\$0	\$0	\$1,600
Classroom set of Microscopes	Student use in Science lab	\$4,800	\$0	\$0	\$4,800
Platform Cart	For moving EIE and FOSS kits from storage area to lab	\$400	\$0	\$0	\$400
TOTAL MATERIALS & SUPPLIES		\$73,493	\$38,200	\$13,200	\$124,893
CONTRACTED SERVICES					
Professional Development - Diversity Training	Onsite Diversity 1 days for trainer = \$800; 3 days offsite training = \$3,000	\$800	\$3,000	\$0	\$3,800
National Certification for STEM - St Catherine's University, St Paul WS	Onsite Training and coaching 90 hours for certification	\$20,000	\$20,000	\$20,000	\$60,000
NASA Endeavor Science Teaching STEM Certification		\$15,000	\$15,000	\$15,000	\$45,000
Installation of Promethean Boards and Projectors	Must be completed outside student day	\$800	\$800	\$0	\$1,600
Software licenses (iRead, Achieve 3000, Discovery eBooks, etc)	Software is used for RTI to ensure students have access to more complex text found in science and engineering work	\$10,000	\$8,000	\$8,000	\$26,000

PR/Award # U165A130084

NAPA VALLEY UNIFIED SCHOOL DISTRICT

Napa Junction Elementary School

Category	Explanation	Project Year 1 2013	Project Year 2 2014	Project Year 3 2015	Total
Public Relations/Marketing	Consultant for marketing materials	\$5,000	\$5,000	\$5,000	\$15,000
Power Teaching	Success for All - 2 day math training; followed by three 2-hour workshops and 8 coaching days during the year	\$0	\$0	\$35,000	\$35,000
Lawrence Hall of Science Family Trainings (onsite): Art and Math, Math around the World, Medical Mystery, Wizards Lab, Ocean Creatures, What's Mater	Family Training: Discovering math and art	\$3,300	\$3,300	\$3,300	\$9,900
Lego Education Academy (onsite)	A certified Lego Education trainer trains teachers on Lego Education materials	\$3,000	\$0	\$0	\$3,000
Leadership and Learning Center Data Cycles Training	Data Cycles on SMART goals	\$0	\$15,000	\$30,000	\$45,000
TOTAL CONTRACTED SERVICES		\$57,900	\$70,100	\$116,300	\$244,300
CONSTRUCTION					
TOTAL CONSTRUCTION		\$0	\$0	\$0	\$0
OTHER			\$0		
Computer Virus Protection Plan	1 per new computer per year	\$8,000	\$8,000	\$0	\$16,000
Admission to Lawrence Hall of Science	\$8 Admission Fee and \$14 Workshop fee x 225 students	\$4,950	\$4,950	\$4,950	\$14,850
Admission to Bay Area Discover Museum	\$11 Admission Fee x 200 Pre K, K and 1st grade students	\$2,200	\$2,200	\$2,200	\$6,600
Admission to Calif Academy of Science	\$19.95 Admission Fee x 250 gr 3-5 students	\$4,988	\$4,988	\$4,988	\$14,964
Admission to Exploratorium (new location)	\$10 Admission Fee x 175 gr 4-5 students (Year 1); grade 4 students Years 2 and 3	\$1,750	\$875	\$875	\$3,500
iTunes Cards - One per grade level	Apps for student and teacher use	\$3,000	\$3,000	\$3,000	\$9,000
Magnet School of America	Annual Membership	\$225	\$225	\$225	\$675
Printing	School Brochures - prices start at \$79.99 for box of 50 X 10	\$1,000	\$1,000	\$1,000	\$3,000
Promotional Materials	Monthly ads, promotional items	\$4,000	\$4,000	\$4,000	\$12,000
TOTAL OTHER		\$30,113	\$29,238	\$21,238	\$80,589
TOTAL DIRECT COSTS		\$635,407	\$555,947	\$495,653	\$1,687,006
TOTAL INDIRECT COSTS 4.28%		\$27,195	\$23,795	\$21,214	\$72,204
TOTAL REQUESTED		\$662,602	\$579,741	\$516,867	\$1,759,210

NAPA VALLEY UNIFIED SCHOOL DISTRICT

Pueblo Vista Dual Immersion

Category	Explanation	Project Year 1 2013	Project Year 2 2014	Project Year 3 2015	Total
PERSONNEL					
Magnet School Lead-Dual Immersion Specialist - 1.00 FTE Certificated	The Magnet Lead Teacher's salary is calculated on a 185-day position based on the District's Certificated Salary Schedule, Master's Degree and at least 15 years of teaching experience and curriculum responsibilities related to the job description.	██████	██████	██████	██████
Instructional Coach - Science Specialist - .50 FTE Certificated	Coach and train teachers and develop curriculum to infuse science with dual immersion program Salary is calculated on a 180-day position based on the District's Certificated Salary Schedule, Master's Degree and at least 10 years of teaching experience and curriculum responsibilities related to the job description.	██████	██████	██████	██████
Intervention Specialist - .50 FTE - Certificated	To ensure K-2 English Learners have strong literacy foundation; Salary is calculated on a 180 day position based on District's Certificated Salary Schedule, Master's Degree and at least 5 years of teaching experience.	██████	██████	██████	██████
Instructional Assistant Specialist - Bilingual - 4 hours per day (2 positions) - Classified	To assist curriculum intergration, to support language acquisition; salary calculated at Range 22 on the Classified Salary Schedule, 180 days, 4 hpd, 2 positions	██████	██████	██████	██████
IA - Tech Specialist - .50 FTE Range 22 Classified	To support the set up and level I trouble shooting of all technology equipment; supervise students working in lab setting; maintain equipment and liaise with District Tech Specialist; 4 hpd 185 days, Range 22 based hourly on Classified Salary Schedule.	██████	██████	██████	██████
Community Outreach Coordinator - Classified 25 hpw @ 36 weeks	A classified employee to provide bilingual outreach to the community. 25 hours per week for 36 weeks. The salary is calculated on the Classified Salary Schedule at Range 29 Bilingual Community Liaison.	██████	██████	██████	██████
Clerical Support - Classified	Typist Clerk 1, Range 20 @ 100 hpy	\$1,537	\$1,607	\$1,689	\$4,833
Sub Release - Curriculum Planning	4 days per year/per teacher @ \$115 sub rate x 15 teachers	\$6,900	\$6,900	\$6,900	\$20,700
Sub Release - Training: GLAD, BEST, Leadership and Learning, Common Core, Dual Immersion, PBL, Life Lab Science, Process Writing, CABE	5 days per teacher per year x \$115 sub rate x 15 teachers	\$8,625	\$8,625	\$8,625	\$25,875
Sub Release - Du Four Training (Leadership Team)	4 teachers x 2 days x \$115 per day sub rate	\$920	\$0	\$0	\$920
Stipends - Divesity Training after school	Onsite training after contract day 12 teachers x \$50 stipend	\$750	\$0	\$0	\$750
Stipend - Grade Level Team Leaders	Goal to build Magnet Program, oversee planning and PLC work - One team leader per grade @ \$2,000 x 6 levels (K-5)	\$12,000	\$12,000	\$12,000	\$36,000
Extended Teacher Collaboration Time - Curriculum Development	Each teacher will receive an average of 30 hours in year one, 15 hours in years two and three to work on curriculum development. (30 hours outside of contract day @ \$42 per hour from summer school rate x 15 teachers)	\$18,900	\$9,450	\$9,450	\$37,800
SALARIES SUBTOTAL		\$245,572	\$241,012	\$247,817	\$734,401
EMPLOYEE BENEFITS					
SSI/Medicare - Certificated	Medicare for certificated is calculated at 1.45%	\$2,094	\$2,151	\$2,210	\$6,454
SSI/Medicare - Classified	FICA/Medicare for classified is calculated at 7.65%	\$4,061	\$4,259	\$4,472	\$12,792
Retirement - Certificated	State Teachers Retirement System (STRS) for certificated employees is calculated at 8.25%	\$11,912	\$12,240	\$12,571	\$36,724
Retirement - Classified	Public Employees Retirement System (PERS) for classified employees is calculated at 11.417%	\$6,061	\$6,356	\$6,674	\$19,092
Health & Welfare	This insurance is calculated at \$5,402 per year per employee (\$5,402 x 4.0 = \$21,608)	\$21,608	\$21,608	\$21,608	\$64,824
Worker's Compensation Benefits	Benefits are calculated at 1.85% per employee per year.	\$3,653	\$3,775	\$3,901	\$11,329
Unemployment Insurance	Benefits are calculated at 1.1% per employee per year.	\$2,172	\$2,244	\$2,319	\$6,736
BENEFITS SUBTOTAL		\$51,562	\$52,633	\$53,756	\$157,951
TOTAL PERSONNEL		\$297,134	\$293,645	\$301,573	\$892,352
TRAVEL					
Magnet Schools of America Conference (Spring)	Annual Magnet Schools of American Conference; location undetermined at this time; This figure is based on travel to Washington DC in the Spring. Registration \$750 and Airfair \$700 x 3 = \$4,350; GSA rate \$224 x 2 x 3 nights = \$1,464; mileage/parking/trans/food = \$200 x 3 = \$600	\$6,414	\$6,414	\$6,414	\$19,242
CABE - California Association of Bilingual Education Conference	Annual CABE Conference in California, Registration \$1,300 + hotel + mileage/parking/trans/food x 4 @ approx. \$900 per person	\$3,600	\$3,600	\$3,600	\$10,800

NAPA VALLEY UNIFIED SCHOOL DISTRICT

Pueblo Vista Dual Immersion

Category	Explanation	Project Year 1 2013	Project Year 2 2014	Project Year 3 2015	Total
DuFour Training for Leadership Team	Professional Learning Communities at Work Training @ \$649 per person registration + \$350 airfare x 4 = \$3,996; hotel @ GSA rate \$125 x 2 x 1 nights = \$250; mileage/parking/trans/food = \$50 x 4 = \$200	\$4,446	\$0	\$0	\$4,446
National Science Teachers Conference (Fall)	2 day conference to enhance science instruction; Registration \$300 and Airfare \$300 x 10 = \$6,000, October GSA rate for Portland, OR \$113 x 5 x 2 days = \$1,130	\$7,130	\$0	\$0	\$7,130
Additional Dual Immersion/Science Conferences and Workshops	Estimated Registration and Travel costs for 8 staff members annually	\$8,000	\$8,000	\$8,000	\$24,000
Diversity Training - National Equity Project	Teaching with a Cultural Eye Institute in Oakland - 3 days, 3 participants: mileage/bridge/food = \$500	\$0	500	0	\$500
TOTAL TRAVEL		\$29,590	\$18,514	\$18,014	\$66,118
EQUIPMENT					
SPARKS equipment for classrooms	Materials to implement SPARKS Science	\$5,000	\$3,000	\$2,000	\$10,000
Promethean Boards	Phase in over three years in each classroom, 4 Eno classrooms and 1 mobile unit	\$26,000	\$13,000	\$2,000	\$41,000
LCD projectors/mounting or storage	One per classroom	\$10,000	\$10,000	\$1,000	\$21,000
Laptop computers	One per teacher	\$20,000	\$0	\$0	\$20,000
iPads grades K-2	2:1 per student to Ipad ratio	\$10,000	\$8,000	\$0	\$18,000
Chromebooks or laptops grades 3-5	2:1 per student to computer ratio	\$30,000	\$30,000	\$10,000	\$70,000
Web camera	One per grade level @\$200 per camera,teleconferencing to schools in other countries	\$800	\$0	\$0	\$800
Garden equipment	Support theme implementation	\$5,000	\$3,000	\$1,000	\$9,000
Cooking equipment for Culinary Workstation	Cooking materials to be installed in school cafeteria to enhance Magnet theme	\$20,000	\$10,000	\$2,000	\$32,000
Digital cameras, video camera	One camera per grade level @\$350/camera, 1 video camera @ \$2,000	\$4,100	\$0	\$0	\$4,100
Color laser printer/copier/scanner	To support Magnet Theme implementation for parent brochures, student project publications, etc.	\$6,000	\$0	\$0	\$6,000
TOTAL EQUIPMENT		\$136,900	\$77,000	\$18,000	\$231,900
MATERIALS & SUPPLIES					
Headphones with speakers	Software requires ability to hear and speak	\$3,000	\$1,500	\$1,500	\$6,000
Curriculum Resources	Treasures and Tesoros grades K-1, Year 2-3, grades 2-5, books and materials for Magnet projects	\$30,000	\$25,000	\$20,000	\$75,000
Software Licenses	iReads and other apps	\$15,000	\$8,000	\$8,000	\$31,000
Curriculum materials for theme integration	Life Lab and Ag. In the Classroom	\$15,000	\$10,000	\$5,000	\$30,000
Themes related books for school and classroom libraries	Library bilingual reading materials	\$5,000	\$3,000	\$2,000	\$10,000
Cooking supplies	Cooking supplies to support culinary garden	\$3,000	\$2,000	\$1,000	\$6,000
Classroom materials	Additional materials: posters, CDs, etc.	\$6,000	\$4,000	\$2,000	\$12,000
TOTAL MATERIALS and SUPPLIES		\$77,000	\$53,500	\$39,500	\$170,000
CONTRACTED SERVICES					
GLAD - Guided Language Acquisition Development	\$1,500 per teacher x 5 participants per year	\$7,500	\$7,500	\$7,500	\$22,500
Professional Development - Diversity Training	Onsite Diversity 1 day for trainer = \$800; 3 days offsite training = \$3,000	\$800	\$3,000	\$0	\$3,800
Promethean Board Trainings	Train staff on how to use Promethean Boards	\$3,000	\$1,500	\$0	\$4,500
Leadership and Learning Center Data Cycles Training	Data Cycles on SMART goals	\$0	\$15,000	\$30,000	\$45,000
Independent Consultant to develop PBL units	Work with a consultant to develop PBL thematic units	\$30,000	\$15,000	\$10,000	\$55,000
Life Lab Science Program Training	Training to use the Life Lab Science Curriculum	\$5,000	\$3,000	\$3,000	\$11,000
Process Writing Training	School-wide writing training beginning implementation in Year 2	\$0	\$10,000	\$5,000	\$15,000
TOTAL CONTRACTED SERVICES		\$46,300	\$55,000	\$55,500	\$156,800
CONSTRUCTION					
TOTAL CONSTRUCTION		\$0	\$0	\$0	\$0
PR/Award # U165A130084					
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OTHER					

NAPA VALLEY UNIFIED SCHOOL DISTRICT

Pueblo Vista Dual Immersion

Category	Explanation	Project Year 1 2013	Project Year 2 2014	Project Year 3 2015	Total
Magnet School of American	Annual Membership	\$225	\$225	\$225	\$675
Computer Virus Protection Plan	1 per new computer per year	\$5,000	\$5,000	\$5,000	\$15,000
Latino Family Literacy Project	Training and materials for parent classes of Preschool/Elementary	\$4,000	\$2,000	\$1,000	\$7,000
Field trips admissions and related assemblies (<i>transporation costs covered through district funding</i>)	All classes to attend	\$10,000	\$10,000	\$10,000	\$30,000
Paper, printing, and postage for Magnet school mailings	To support marketing and parent education	\$2,000	\$2,000	\$2,000	\$6,000
Magnet school promotional materials/brochures	For community education	\$4,000	\$4,000	\$4,000	\$12,000
TOTAL OTHER		\$25,225	\$23,225	\$22,225	\$70,675
TOTAL DIRECT COSTS		\$612,149	\$520,884	\$454,812	\$1,587,845
TOTAL INDIRECT COSTS 4.28%		\$26,200	\$22,294	\$19,466	\$67,960
TOTAL REQUESTED		\$638,349	\$543,178	\$474,277	\$1,655,804

NAPA VALLEY UNIFIED SCHOOL DISTRICT					
Magnet Schools Administrative Office					
Category	Explanation	Project Year 1 2013	Project Year 2 2014	Project Year 3 2015	Total
PERSONNEL					
Project Director - 1.00 FTE - Certificated	The Project Director's salary is calculated on a 212-day position based on the District's Administrator Salary Schedule, Master's Degree, and at least 5 years of administrative experience and responsibilities related to job description.	██████	██████	██████	██████
Project Coordinator/Lead Teacher - 1.00 FTE - Certificated	The Project Coordinator/Lead Teacher's salary is calculated on a 190-day position based on the District's Certificated Salary Schedule, Master's Degree, and at least 15 years of teaching experience and curriculum responsibilities related to job description.	██████	██████	██████	██████
Administrative Assistant/Account Clerk III-1.00 FTE - Classified	The Assistant/Account Clerk will be the equivalent of a Range 30 with at least 3 years experience based on the District's Classified Clerical Salary Schedule. It will be a 212-day, 8 hpd position based on an hourly rate.	██████	██████	██████	██████
District Technology Support Specialist - 1.00 FTE - Classified	The District Computer Support Specialist will be the equivalent of a Range 41 with at least 3 years experience based on the District's Classified Salary Schedule. It will be a 12 month (262-day), 8 hpd position based on an hourly rate. This position will support all network/system and level II technology issues at all schools.	██████	██████	██████	██████
SALARIES SUBTOTAL		\$286,116	\$298,245	\$306,930	\$720,985
EMPLOYEE BENEFITS					
SSI/Medicare - Certificated	Medicare for certificated is calculated at ██████	██████	██████	██████	██████
SSI/Medicare - Classified	FICA/Medicare for classified is calculated at ██████	██████	██████	██████	██████
Retirement - Certificated	State Teachers Retirement System (STRS) for certificated employees is calculated at ██████	\$16,362	\$16,988	\$17,328	\$50,678
Retirement - Classified	Public Employees Retirement System (PERS) for classified employees is calculated at ██████	\$10,023	\$10,541	\$11,062	\$31,626
Health & Welfare	This insurance is calculated at \$5,402 per year per employee ██████	\$18,907	\$18,907	\$18,907	\$56,721
Worker's Compensation Benefits	These benefits are calculated at ██████ per employee per year.	\$5,293	\$5,518	\$5,678	\$16,489
Unemployment Insurance	These benefits are calculated at ██████ per employee per year.	\$3,147	\$3,281	\$3,376	\$9,804
BENEFITS SUBTOTAL		\$63,324	\$65,283	\$66,810	\$195,417
TOTAL PERSONNEL		\$349,440	\$363,528	\$373,740	\$1,086,708

NAPA VALLEY UNIFIED SCHOOL DISTRICT					
Magnet Schools Administrative Office					
Category	Explanation	Project Year 1 2013	Project Year 2 2014	Project Year 3 2015	Total
PERSONNEL					
TRAVEL					
MSAP Annual Project Director Trainings and annual Magnet Schools of America Conference	Travel and Conference Expenses to Annual Magnet Schools training	\$5,000	\$5,000	\$5,000	\$15,000
Project Coordinator annual Magnet Schools of American Conference, STEM, IB and Dual Immersion Conferences	Travel and Conference Expenses to Annual Magnet Schools training and theme-related curriculum trainings	\$10,000	\$10,000	\$10,000	\$30,000
TOTAL TRAVEL		\$15,000	\$15,000	\$15,000	\$45,000
EQUIPMENT	Laptop and office equipment for Director and Coordinator	\$5,000	\$1,000	\$1,000	\$7,000
TOTAL EQUIPMENT		\$5,000	\$1,000	\$1,000	\$7,000
MATERIALS & SUPPLIES	Misc. supplies to support presentations, staff development, communication materials, etc.	\$3,000	\$3,000	\$3,000	\$9,000
TOTAL MATERIALS & SUPPLIES		\$3,000	\$3,000	\$3,000	\$9,000
CONTRACTED SERVICES					
American Education Systems	External Evaluator: American Education Systems (Annual Contract)	\$75,000	\$75,000	\$75,000	\$225,000
Ricoh	Copy Machine Maintenance Agreement	\$500	\$500	\$500	\$1,500
Marketing and Recruitment Consultant	Public relations and marketing consultant to develop, implement and update a comprehensive marketing and student recruitment plan	\$70,000	\$70,000	\$30,000	\$170,000
TOTAL CONTRACTED SERVICES		\$145,500	\$75,500	\$75,500	\$396,500
CONSTRUCTION	N/A	\$0	\$0	\$0	\$0
TOTAL CONSTRUCTION		\$0	\$0	\$0	\$0
OTHER	Paper, printing, postage, marketing materials including printing costs of School Program Guide	\$10,000	\$10,000	\$10,000	\$30,000
Computer	Software and Protection Plan	\$1,000	\$0	\$0	\$1,000
TOTAL OTHER		\$11,000	\$10,000	\$10,000	\$31,000
TOTAL DIRECT COSTS		\$528,940	\$468,028	\$478,240	\$1,475,208
TOTAL INDIRECT COSTS 4.28%		\$22,639	\$20,032	\$20,469	\$63,139
TOTAL REQUESTED		\$551,578	\$488,060	\$498,708	\$1,538,347

PR/Award # U165A130084

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

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Napa Valley Unified School District

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

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	1,096,473.00	1,067,475.00	1,093,976.00			3,257,924.00
2. Fringe Benefits	202,169.00	206,779.00	211,075.00			620,023.00
3. Travel	162,476.00	137,934.00	128,910.00			429,320.00
4. Equipment	544,190.00	347,500.00	86,900.00			978,590.00
5. Supplies	328,173.00	208,700.00	114,700.00			651,573.00
6. Contractual	287,300.00	308,700.00	310,400.00			906,400.00
7. Construction						
8. Other	97,183.00	93,308.00	64,308.00			254,799.00
9. Total Direct Costs (lines 1-8)	2,717,964.00	2,370,396.00	2,010,269.00			7,098,629.00
10. Indirect Costs*	116,329.00	101,453.00	86,039.00			303,821.00
11. Training Stipends						
12. Total Costs (lines 9-11)	2,834,293.00	2,471,849.00	2,096,308.00			7,402,450.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

Name of Institution/Organization Napa Valley Unified School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)