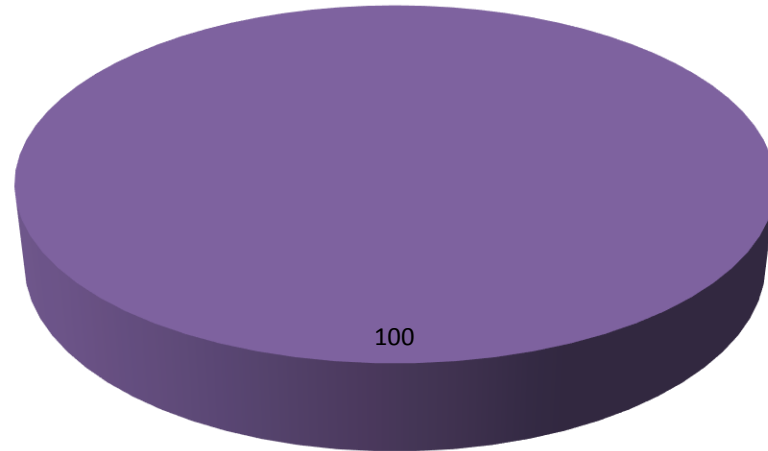


**Coronado Schools Foundation Program Funding Allocations
For Village Elementary
2018-19**

Distribution of Funds



\$218,764 with 100% designated for teacher salaries

A big THANK YOU to our generous Coronado Schools Foundation donors!

Coronado Schools Foundation

Site Program Grant Funding Proposal Cover Memo & Agreement*

*Includes LIPP Family Foundation Grant and Designated (if applicable)

Grant Proposal FY 2018-19

DATE: May 10, 2018

School Site:	Village Elementary
Principal:	Mrs. Whitney DeSantis, Ed.D
AP (if applicable):	Ms. Tanya White

Site Funding*:

Site Program Funding Grant <i>(includes carryover)</i>	\$ 209,764
LIPP Family Foundation Grant (science & math + music at elementary sites)	\$9,000
Designated <i>(if applicable)</i>	\$0
Total 2018-19 Funding	\$218,764

1. Please list the names of your School Site CSF Leadership Committee members (e.g. Site LCAP or Leadership Team members and admin) as well as the names of The LIPP Family Foundation Grant committee members (if different) who comprise the CSF Site Program Grant Committee:

School Site Council Members – Whitney DeSantis, Tanya White, Michelle Nickerson, Eveleen Coker, Steve Patrick, Jennifer Vernalis, Dani (Mari Bartels, Cyndi Fuhrmann, Amiee Gillig, Monica Olivares, and Lindsey Cummins.

Site Leadership Team – Allyson Bans (Silva), Toni Trinidad, Chris Teachout, Lindsay Kennedy, Eileen Farrell, Josh Barbera, Toni Neubert, Crystal Garner, Tanya White, Whitney DeSantis.

2. Technology Resource Teacher (TRT) funding is included within your Site Grant. Please list the number of sections you are funding of TRT support and the staff member(s) who fulfill the role on your campus; this should include CMS and CHS TRT funding with the new allocation formula.

Mrs. Toni Trinidad is currently the full time certificated Technology Resource Technician/Cross-Curricula Computer Lab teacher at Village Main and Village ECDC serving over 800 students in grades TK-5. The continued funding for this position will continue to support the various technology needs at a very large elementary school with two physically separate sites in the areas of curriculum, programs, resources, troubleshooting, and hardware.

3. Describe primary areas of support in relation to your school's Site Strategic LCAP as well as the CUSD LCAP; where will the funds be utilized and why? Please also note how you will specifically measure the success of CSF support (i.e. improved student achievement and/or engagement, fulfilling parent and community expectations, connecting students in programs at your site to other experiences at other district sites after "graduation", etc.). Each site will present a mid-year update to CSF Board and any available data is appreciated.

All CSF funds are utilized to support both the District Board goals and Village Strategic Local Control Accountability Plan (LCAP), which include but are not limited to: Student Achievement/Personalized Learning, Student Safety, and Communication. Village Strategic LCAP Committee meets 6 times per year to reflect, review, and evaluate Site Strategic Plan. Formative and Summative data is gathered and analyzed at various points throughout the school year to determine effectiveness of programs. Attendance and referral rates are closely monitored by school registrar, attendance clerk, school counselor, and administration. Professional Learning Community (PLC) agendas reflect student progress monitoring, and curricular alignment and realignment, as needed.

METRICS for the three CATEGORIES are as follows:

- **Intervention:** 30% of primary grade students receive early reading intervention support throughout a school year. Reading growth data as measured by weekly formative assessments through the Fountas and PInnell Leveled Literacy Intervention program. Data discussed at monthly intervention meetings with administration. Reading groups are fluid based on student performance, general education teacher input, and reading performance across content areas.
 - **Tech:** 100% of students receive instructional technology lessons every other week using the elementary adopted scope and sequence of technology standards. All classes attend separate computer lab specials. Computer Lab Technology teacher is providing direct instruction 70% of the instructional time each week and 30% of the time providing technology support to teachers and staff at both Village sites. Grade levels integrate technology throughout the instructional day and computer lab enriches and extends lessons beyond the classroom. Students receive lessons in coding (Math and Science integration), various Google doc/spreadsheet creations, Powerpoint, Prezi, etc. Metric will be measured in general education classrooms throughout the school year through technology being embedded in projects for students.
 - **VAPA:** VAPA teacher, Band, teacher, Choir teacher – (3 funded positions) 100% of students receive Visual and Performing Arts (VAPA) instruction every other week using the VAPA state standards in all genres throughout the school year. 15% of students in grades 4 and 5 are in the Village Band. 30% of students from grades 2 through 5 are in the Village Choir. Metrics for all 3 VAPA classes are based through teacher surveys, feedback from VAPA teachers, feedback from classroom teachers, and student performances throughout the year. Currently, classroom teachers do not have a grade level scope and sequence for a VAPA plan or curriculum.
4. Describe the STEAM funding requests in relation to desired outcomes and goals of the CUSD STEAM Initiative. Please also note how CSF-supported STEAM programming at your site will connect to STEAM programming/pathways at other school sites in the district.

Technology Resource Technician/Cross-Curricular Computer Teacher provides technology support and assistance to all staff. Co-implements units integrating technology standards with staff. Provides bi-weekly standards-based technology instruction including Coding, to all students in the computer lab.

How does the TRT instruction/support relate to CMS/CHS pathway(s)?

The TRT (Technology Resource Teacher) is a vital teacher-leader position at ECDC/Village Elementary. The TRT implements technology curriculum plans with all students, TK – 5, which include methods and strategies for applying technology to maximize student learning. Students’ productive and ethical technology skills acquired in the Elementary grades enable them to independently access curriculum and online information in the middle grades and beyond. The TRT also supports teachers in their use of technology; and manages hundreds of thousands of dollars of technology equipment and programs for both the ECDC and VES sites, protecting the district’s investment in 1-1 learning and 21st century teaching approaches.

5. In line with CUSD objectives regarding increasing VAPA programming district-wide, describe what specific VAPA-related programs you will be funding with CSF support at your site.

BAND 4/5 grades Before School and During the Instructional Day at RECESS time (optional)
VAPA (Drama, music, dance, visual) – TK-5 students every other week during SPECIALS time
Early Intervention Reading Teacher implements Reader’s Theater – during pull out intervention time

6. For 2018-19, what specific ideas do you have to further CSF’s goals to increase community awareness of the needs at your school site and CSF support to meet those needs?
 - Teachers will share out the impact of CSF funding during Back to School night.
 - Teachers whose salaries are funded through CSF will add “My position is funded by CSF” into their signature blocks at the bottom of emails.
 - Provide walking field trips throughout the school year with site administration to showcase CSF classrooms in action – (Behind the Scenes Tour).
 - Invite CSF board members to all PTO meetings, monthly meetings between principal and CEO to increase conversation of CSF’s role in our district with parents and community members and increase participation and donations to the Foundation.
 - Mid-year update: CSF Funded teacher to present with Principal

CSF and School Site Partnership Agreement:

The following section is revised and/or new for 2018-19 and requires the signature of the site principal and members of the site CSF Committee Members.

CSF Board of Directors often hears that parents and families simply do not know what CSF funds at each school site. Accordingly, to increase awareness and hopefully parent engagement, CSF is requesting each principal or appropriate staff complete the following annually:

A. At each PTO meeting, principal highlights one area funded by CSF; this class/section/program is also highlighted in the principal’s weekly/monthly newsletter or e-mail.

B. For each section/program funded, the teacher is required to submit four pieces of earned media. This may be a photo with a paragraph (may be written by a student in the program), a 30 second video showing something from the class or program, a piece of art or mural produced, etc., that our donors will find impactful. Who will be your primary contact for this?

TRT’s name: Toni Trinidad

Other Staff Member: Cyndi Fuhrmann, VAPA Teacher

- C. CSF will provide a “Funded by CSF message” by 8/15 that the TRT is to place on the Haiku page of each teacher funded by CSF; this message may change on a monthly or quarterly basis.

- D. CSF will provide a retractable banner to hang in the school office or other highly visible place at your campus throughout the school year, used for back to school nights, PTO meetings, etc. It is not to be returned to CSF.

- E. CSF will provide “collegiate-like” banners for each classroom in which the teacher is funded by CSF; these are to remain up throughout the year.

- F. Integrate CSF’s partnership with a current event at your school that highlights a program funded all or in part by CSF like science, engineering, band, etc. CSF will also provide a banner to be used at any events funded all or in part through this grant or other grants secured by CSF Grant Researcher.

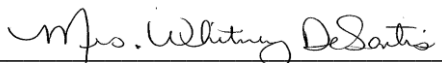
If there is no night currently at your campus, please note that as well.

Annual Event: End of Year Choir/Band Performance Time of Year Held: End of Year (Time and Date to be determined by Choir and Band teachers)

- g. By 9/15, the Site Secretary will provide CSF with the names, classes and shirt sizes of each teacher funded by CSF and whether they need a new shirt (if returning) or already have one.

- h. Mid-Year Site Grant Update Presentation: You will be required to submit your updated EXCEL sheet to CSF 10 days prior to your update in January or February 2019 with the last column updated with numbers or a short narrative; this document can then be presented to our Board in their monthly Board packet; your presentation should then highlight a few key components and tell us how you are measuring the success of the program, maximum of 12 minutes with 5 minutes for Q&A. CSF Board does appreciate hearing from a student or teacher.

Principal: *My signature below signifies agreement with the requests outlined above in 7 a – f.*

 _____ Mrs. Whitney DeSantis, Ed.D.
Signature

School Site Leadership Committee Members(listed above in the 1st question): *My signature below signifies that I have been a voting member of the CSF funding planning process, and that I have solicited input from others in my grade level or department and ensured they are aware of this plan.* Signature and grade level/department:

Signature and grade level/department:

Laura White
Senj O'Neill - ASE
Lindsay Cummins - 4th Gr.
Amiee Kelley - School Liaison - US Navy
Emilee Coker - 3rd Gr. teacher
CPM - VAPA Teacher
Steve Patrick 5th Gr. Teacher
Michelle Anderson - Admin Asst
Walter De Santis, Principal

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CSF Site Program Grant Funding Proposal 2018-19

Village Elementary						22-May-18	CSF Funded Teacher Name	Designation, if applicable	Mid-Year Update: Jan/Feb 2019
Project/Program	# of Students Impacted	Grade/Dept.	Funding \$ Request	Amount spent 2017-18	<u>Project or Program:</u> Explanation/Justification			*Lipp Grant *Designated	Success or Impact? How measured? (attachment ok)
1 Early Reading Intervention Teacher .5145 Fully Funded	100 (fluid)	Grade 1, 2, 3	59,764	29,000	Weekly intense Reading instruction using Fountas and Pinnell Leveled Literacy Intervention resource/Reader's Theater	Williams			
2 Cross Curricular Technology/Computer Lab Teacher (STEM) Fully Funded	825	All Grades	92,000	79,000	Weekly direct instruction in technology curriculum following elementary scope and sequence. Coding (Math and Science integration).	Trinidad	LIPP		
3 Choir Teacher (VAPA) .25 Fully Funded	100	Grade 2, 3, 4, 5	28,000	24,000	Weekly direct instruction of music/movement, instruments. Various public performances throughout community.	Kullman	LIPP		
4 Beginning and Advanced Band Teacher (VAPA) .20 Fully Funded	100	Grade 4, 5	23,000	21,000	Weekly direct instruction before school and during instructional day.	Heinecke	LIPP		
5 Visual and Performing Arts (VAPA) Teacher .20 Fully Funded	825	All Grades	16,000	0	Weekly direct instruction in all of the VAPA instructional areas.	Fuhrmann			
Totals:	825		\$218,764	\$188,451					