



2017-20 LCAP Summary

Village Elementary School

SITE SP/LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's Site SP/LCAP.

Personalized Learning (Goal 1/ Learning)

Intent: Village Elementary seeks to ensure all students experience personalized learning based on their academic strengths and needs, and personal interests and aspirations
Personalized Education Pathway
Student Interest/Voice & Choice

Communication Systems (Goal 2/ Communication)

Intent: Village Elementary seeks to ensure communication systems between and among all shareholders are effective.
Classrooms to Families
School to Community/Families

Multi-tiered Systems of Support (Goal 3/ Support)

Intent: Village Elementary seeks to ensure that, through data-driven decision making, intervention and enrichment experiences, and social/emotional services support all students' needs.
Intervention
Enrichment
Social/Emotional Supports

VES Demographics 2016/17

803 TK-5 students

84 New incoming Aug 2017 (10.5%)

65 English learners (8.1%)

222 Military dependent (27.8%)

105 Special education (13.1%)

1 Intra-district

71 Inter-district (8.8%)

REVIEW OF PERFORMANCE FROM 2015-16

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

- Personalized Education Plans (PEPs) created with all English Learners.
- Personalized Education Plans (PEPs) created with all students in MATH.
- PE for grades 1-5 to support small guided reading groups 5 days per week.
- Increased focus on social/emotional support for all students utilizing both the school counselor (LCSW) and the Military Family Life Counselor (MFLC) providing whole group, small group, and individual counseling sessions and classroom lessons.
- Increased Parent Information Nights in Math.
- Increased amount of professional development for staff regarding areas of interest.
- Increased before and after school extension activities for students.
- Increased successful practice drills.
- Increased staff education on Multi-Tiered Systems of Support (MTSS).
- ELA CAASPP 5th grade 83% - 16% increase
- Math CAASPP 3rd grade 74% - 2% increase from 14/15 baseline
- Math CAASPP 5th grade 71% - 13% increase

- Implemented a co-teaching model in grades preschool - grade 5.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

- Increase performance of students with disabilities and socioeconomically disadvantaged in English language arts and math.
- Increased parent communication regarding progress reports, report cards, grading criteria and meaning of grades.
- Social/emotional curriculum for students in grades 1-5.
- Increased opportunities for classroom activities (PBL) integrating several standards across the grade level curriculum.
- More planning and collaborating time for teachers within and across grade levels.
- Co-Teaching training and support (TK-5).
- Alignment between Fall parent/teacher conferences (NOV) and end of 1st semester report card (FEB).
- Alignment of assessment calendar to grading periods.
- Increased monthly practice drills and complete development of both site and district safety plans.

LEA plans to address areas of greatest needs for improvement in the following manner:

- All teachers in grades 3-5 have begun implementing instructional practices using the new NGSS standards and supporting materials (FOSS kits) and K-2 teachers are currently being trained.
- Lucy Calkins writing is being implemented in all VES classrooms.
- District math TOSA and other professional development opportunities in mathematics have been made available to teachers to support math instructional practices.
- Enrichment Clubs continue to be offered both during students before and after school.
- Band and choir opportunities are now available to students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the site planning to take to address these performance gaps?

**PERFORMANCE
GAPS**

- Students with disabilities and socioeconomically disadvantaged in English language arts and math.
- ELA 3rd grade 67% - 1% decrease from 14/15 baseline
- ELA 4th grade 65% - 8% decrease
- Math 4th grade 59% - 15% decrease

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the site will increase or improve services for low-income students, English learners, and foster youth.

Using the Multi-Tiered Systems of Support (MTSS) model, grade levels, counselors, and administration will provide support through the Student Success Team (SST) process for all students including our military, EL, homeless, low-income students, and foster youth sub groups. VES will ensure that these students are identified and placed in appropriate services per need.

All students will have access to a computer at home to complete homework, assignments, and online program requirements.

Stakeholder Engagement LCAP Year 2017-18

Annual Update/Involvement process for your site Strategic Plan/LCAP

How, when, and with whom did the Site consult as part of the Annual Review and Analysis and last year's Strategic Plan key actions?

Village Strategic LCAP Planning Committee representing all grade levels at Village Elementary from Preschool through 5th grade met on 1/10/17, 1/24/17, 2/16/17 to discuss Strategic LCAP goals and prepare for the all-day Strategic LCAP community stakeholder meeting. Community all-day presentation and brainstorm session involving all stakeholders occurred on 2/22/17. The site technology teacher, ELD teacher, parents, school board members, special education teachers, community members, district representatives, military parents, parents of English learners, parents of special education students were all present at our all day 2/22/17 meeting. LCAP document was shared with staff at 3/1/17. Site Leadership team was consulted at the Leadership meeting on 3/7/17 and notes from brainstorming session were shared with team. Staff members and LCAP Strategic Planning Committee provided input into Google document and shared again on 4/12/17 with staff.

How did these consultations impact the Strategic Plan/LCAP key actions for the upcoming 2017-18 school year?

Brainstorming charts for each Board/district/site goal were typed up into a Google doc and shared with all Village Strategic LCAP Committee members on 3/24/17. Notes were categorized and matched appropriately to one or more of the three CUSD Board goals.

EXAMPLES (per goal area):

Learning: STEAM Lab development - ideas and suggestions were discussed regarding coding, 3-D printers for Science Lab and for 5th grade, as well as Project Based Learning (PBL) extension and enrichment. Additional PBL professional development and other areas of potential growth to support the ongoing STEAM mission.

Communication: Educate parents concerning new curriculum as to new programs, curriculum, and support materials. The committee decided to offer more parent education workshops with district support from Director of Learning and TOSAs and to also provide additional support materials and resources both in paper form and online in the areas of Math, ELD/ELA, and Technology.

Support: Enrichment opportunities within the school day such as a “wheel” offering for 3rd, 4th, and 5th grade students in the areas of Choir, Visual Arts, and Dance. Additionally, discussion ensued regarding the need for more counseling support to alleviate the caseload on the current 1.0 FTE Counselor funded by the City of Coronado.

Goals, Actions, & Services 2017-20

<u>Goal 1: Learning</u>	Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.
Identified Need:	<ul style="list-style-type: none"> ● Increased support to students with disabilities and socioeconomically disadvantaged is needed in English language arts and math. ● Increase opportunities for classroom activities (PBL) integrating several standards across the grade level curriculum is needed to prepare students for college and career. ● More planning and collaborating time for teachers within and across grade levels is needed to deepen knowledge of new standards and new curriculum across several different content areas. ● Co-Teaching training and support (TK-5) is needed to support students in the Least Restrictive Environment (LRE).
Site Strategy:	Village Elementary seeks to ensure all students experience personalized learning based on their academic strengths and needs, and personal interests and aspirations.

Goal 1/Learning: Key Actions and Services			
	2017-18	2018-19	2019-20
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.1	<p>1a. VES will provide standards-aligned core curriculum, assessment and high quality instruction to prepare all students to graduate college and career ready.</p> <ul style="list-style-type: none"> • Ensure alignment to ELA/ELD Framework • Continue implementation of LC writing curriculum with a focus on conferencing (Yr 2). • Explore CCSS aligned reading curricula. • Implement Yr 1 of NGSS for grades K-5 using Foss NGSS curriculum. • Explore new HSS framework. • Math - implement high quality math tasks at least 2x/week. • VAPA - implement Year 1 of Arts for Learning DoDEA grant (arts integration with ELA) 	<p>1a. VES will provide standards-aligned core curriculum, assessment and high quality instruction to prepare all students to graduate college and career ready.</p> <ul style="list-style-type: none"> • Ensure alignment to ELA/ELD Framework • Continue implementation of LC writing curriculum with a focus on <u>TBD</u> Yr 3) • Implement reading curriculum (Yr 1) if adopted • Implement year 2 of NGSS for grades K-5 using Foss NGSS curriculum • HSS align lessons to HSS framework; research new instructional materials when available from CDE • Math - implement high quality math tasks at least 2x/week. • VAPA - implement Year 2 of Arts for Learning DoDEA grant (arts integration with ELA) 	<p>1a. VES will provide standards-aligned core curriculum, assessment and high quality instruction to prepare all students to graduate college and career ready.</p> <ul style="list-style-type: none"> • Ensure alignment to ELA/ELD Framework • (Yr 4) Continue implementation of LC writing curriculum with a focus on <u>TBD</u> • Explore reading curriculum (Yr 2) if adopted • Implement year 3 of NGSS for grades K-5 using Foss NGSS curriculum • Adopt new HSS materials • Math - implement high quality math tasks at least 2x/week. • VAPA - implement Year 3 of Arts for Learning DoDEA grant (arts integration with ELA)
Students Served	All_x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)___		

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Budget Amount and Source	District provided curriculum District EEF for professional development	District provided curriculum District EEF for professional development	District provided curriculum District EEF for professional development
Expected Outcomes/ Metrics Baseline 15/16: CAASPP Math 68% ELA 72%	<ul style="list-style-type: none"> • CAASPP ELA: 78% meeting standards • Writing: Exemplars in each level of mastery in writing for each writing type • Reading: % of students at grade level in reading as measured by DRA/Lexile/MAP/RW/CAASPP • Science: CAST field test (gr 5) • Math: benchmark assessments, math tasks, CAASPP data 74% meeting standards • VAPA: Evaluation of A4L grant 	<ul style="list-style-type: none"> • CAASPP ELA: 80% meeting standards • Writing: Exemplars in each level of mastery in writing for each writing type • Reading: % of students at grade level in reading as measured by DRA/Lexile/MAP/RW/CAASPP • Science: baseline CAST scores • Math: benchmark assessments, math tasks, CAASPP data 76% meeting standards • VAPA: Evaluation of A4L grant 	<ul style="list-style-type: none"> • CAASPP ELA: 82% meeting standards • Writing: Exemplars in each level of mastery in writing for each writing type • Reading: % of students at grade level in reading as measured by DRA/Lexile/MAP/RW/CAASPP • Science: CAST Yr 1 growth from baseline • Math: benchmark assessments, math tasks, CAASPP data CAASPP data 78% meeting standards • VAPA: Evaluation of A4L grant
	<p style="text-align: center;">New Modified Unchanged</p>	<p style="text-align: center;">New Modified Unchanged</p>	<p style="text-align: center;">New Modified Unchanged</p>
1.2	Village will provide opportunities to personalize learning for students based on strengths and needs, personal passions, and academic interests. <ul style="list-style-type: none"> • All ELs and all grades 2-5 math intervention students will have a PEP • Pilot electronic portfolio usage based on PEP committee recommendation Yr 1 (electronic portfolio) 	Village will provide opportunities to personalize learning for students based on strengths and needs, personal passions, and academic interests. <ul style="list-style-type: none"> • All ELs and all grades 2-5 math will have a PEP • Electronic portfolio usage Yr 2 • Use available district tech resources to personalize learning • Genius hour Yr 2 	Village will provide opportunities to personalize learning for students based on strengths and needs, personal passions, and academic interests. <ul style="list-style-type: none"> • All students will have a PEP in at least one subject area • Electronic portfolio usage Yr 3 • Use available district tech resources to personalize learning • Genius hour Yr 3

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	<ul style="list-style-type: none"> • Use of available district tech resources such as Compassing Learning and Ticket to Read for individualizing learning • All classes will explore Genius Hour Yr 1(1-1.5 hours/week) 		
Students Served	All __X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	TIGG funding, Site budget, CSF funding	TIGG funding, Site budget, CSF funding	TIGG funding, Site budget, CSF funding
<p>Expected Outcomes/ Metrics</p> <p>Baseline 16/17: 9 students increased 1 CELDT level. 15/16 .02% RFEP. 16/17 .32 RFEP</p> <p><u>EL:</u> growth data will be measured by ELPAC.</p> <p><u>Math:</u> In Winter 2017 M3 identified students who made growth was 55%.</p>	<p>EL: % of ELs making growth will be baseline per ELPAC data (Yr 1).</p> <p>Grades 2-5 Math: 70% of students in these grades will make growth.</p> <p>Electronic portfolio participation will be baseline.</p>	<p>EL: ELs making growth will increase 2% per ELPAC data over baseline. (Yr.2)</p> <p>Grades 2-5 Math: 85% of students in these grades will make growth.</p> <p>Electronic portfolio participation will increase over baseline.</p>	<p>EL: ELs making growth will increase 4% per ELPAC data over baseline. (Yr.3)</p> <p>Grades 2-5 Math: 100% of students in these grades will make growth.</p> <p>Electronic portfolio participation will increase over previous year.</p>

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<p>1.3</p>	<ul style="list-style-type: none"> • Increase performance of students with disabilities on CAASPP in 17/18 in ELA by 10%; in math by 10% • Increase performance of students who are socioeconomically disadvantaged in ELA by 10% and math by 10% on CAASPP in 17/18. 	<ul style="list-style-type: none"> • Increase performance of students with disabilities on CAASPP in 18/19 in ELA by 10%; in math by 10% • Increase performance of students who are socioeconomically disadvantaged in ELA by 10% and math by 10% on CAASPP in 18/19. 	<ul style="list-style-type: none"> • Increase performance of students with disabilities on CAASPP in 19/20 in ELA by 10%; in math by 10% • Increase performance of students who are socioeconomically disadvantaged in ELA by 10% and math by 10% on CAASPP in 19/20.
<p>Students Served</p>	<p>All__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__x_ Specific Student Group Socioeconomically Disadvantaged X</p>		
<p>Budget Amount and Source</p>	<p>CSF, DoDEA, LCFF supplemental, TIIG</p>	<p>CSF, DoDEA, LCFF supplemental, TIIG</p>	<p>CSF, DoDEA, LCFF supplemental, TIIG</p>
<p>Expected Outcomes/Metrics</p> <p>Baseline 15/16: SWD ELA 41% met or exceeded standards. SWD MATH 42% met or exceeded standards. SED ELA 44% met or exceeded standards. SED MATH</p>	<p>CAASPP Grades 3-5 SWD ELA 51% Math 52% 17/18 SED ELA 54% Math 53% 17/18</p> <p>MAP/Read Well scores for Grades K-2 Baseline Data Year (16/17 initial pilot)</p>	<p>CAASPP Grades 3-5 SWD ELA 61% Math 62% 18/19 SED ELA 64% Math 63% 18/19</p> <p>MAP/Read Well scores for Grades K-2 Year 2 – Growth to be determined upon baseline information gathered.</p>	<p>CAASPP Grades 3-5 SWD ELA 71% Math 72% 19/20 SED ELA 74% Math 73% 19/20</p> <p>MAP/Read Well scores for Grades K-2 Year 3 – Growth to be determined upon baseline information and Year 2 data.</p>

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<p>43% met or exceeded standards.</p> <p>Growth data will be measured by CAASPP for Grades 3-5 and MAP/Read Well scores for Grades TK-2</p>			
	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
<p>1.4</p>	<p>VES will ensure access to and proficiency of 21st century learning tools, resources, and skills for staff and students.</p> <ul style="list-style-type: none"> • Revisit implementation of CUSD K-5 Tech Scope and Sequence including professional development for all teachers. • Computer Lab instruction will be provided weekly for TK-5. • To support 1:1 resources, implement Hapara in grades 2-3. • Provide and explore PBL Project and Beyond resource for teachers to implement PBL lessons. 	<p>VES will ensure access to and proficiency of 21st century learning tools, resources, and skills for staff and students.</p> <ul style="list-style-type: none"> • Survey teachers on effectiveness of CUSD K-5 Tech Scope and Sequence. • Computer Lab instruction will be provided weekly for TK-5. • Continue Hapara in grades 2-5. • Implement critical thinking exercises and creativity drills from the PBL Project and Beyond website at least 1x/week. 	<p>VES will ensure access to and proficiency of 21st century learning tools, resources, and skills for staff and students.</p> <ul style="list-style-type: none"> • Maintain use of CUSD K-5 Tech Scope and Sequence. • Computer Lab instruction will be provided weekly for TK-5. • Continue Hapara in grades 2-5. • Implement PBL scenarios from the PBL Project and Beyond website at least 1x/week.

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Students Served	All ___X___ Military___ EL/RFEP___ Homeless/Foster Youth___ Low Income___ SWD___ Specific Student Group (xx)___		
Budget Amount and Source	Site budget	Site budget	Site budget
Expected Outcomes/ Metrics Baseline 16/17: Yr 2 of Tech Scope and Sequence; Yr 1 of Hapara pilot (grades 4-5)	<ul style="list-style-type: none"> • Students successfully complete assignments and projects appropriate to their grade using technology. • Teachers will provide feedback on student engagement per use of Hapara. • Success of PBL Project and Beyond will be observed in classroom instruction and teachers will provide feedback. 	<ul style="list-style-type: none"> • Students successfully complete assignments and projects appropriate to their grade using technology. • Teachers will provide feedback on student engagement per use of Hapara. • Success of PBL Project and Beyond will be observed in classroom instruction and teachers will provide feedback. 	<ul style="list-style-type: none"> • Students successfully complete assignments and projects appropriate to their grade using technology. • Teachers will provide feedback on student engagement per use of Hapara. • Success of PBL Project and Beyond will be observed in classroom instruction and teachers will provide feedback.
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.5	VES/District will provide professional develop in the areas of: <ul style="list-style-type: none"> • NGSS /Foss Kits • ELA/ELD Framework training • Co-teaching model • Math • Writing • Arts/VAPA • Physical Education (SPARK, especially for instructional aides) 	VES/District will provide professional develop in the areas of: <ul style="list-style-type: none"> • History Social Science • NGSS /Foss Kits • ELA/ELD Framework training • Co-teaching model • Math • Writing • Arts/VAPA • Physical Education (SPARK, especially for instructional aides) 	VES/District will provide professional develop in the areas of: <ul style="list-style-type: none"> • History Social Science • NGSS /Foss Kits • ELA/ELD Framework training • Co-teaching model • Math • Writing • Arts/VAPA • Physical Education (SPARK, especially for instructional aides)

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	Specific PD implementation is based on CUSD Elementary Plan for each content area as time and funding allow.	Specific PD implementation is based on CUSD Elementary Plan for each content area as time and funding allow.	Specific PD implementation is based on CUSD Elementary Plan for each content area as time and funding allow.
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)___		
Budget Amount and Source	EFF, Site, and District budget	EFF, Site, and District budget	EFF, Site, and District budget
Expected Outcomes/ Metrics Baseline 16/17: PD focused on math, writing, and co-teaching.	<ul style="list-style-type: none"> ● CAASPP ELA: 78% meeting standards ● Writing: Exemplars in each level of mastery in writing for each writing type ● Reading: % of students at grade level in reading as measured by DRA/Lexile/MAP/RW/CAASPP ● Science: CAST field test (gr 5) ● Math: benchmark assessments, math tasks, CAASPP data 74% meeting standards ● VAPA: Evaluation of A4L grant 	<ul style="list-style-type: none"> ● CAASPP ELA: 80% meeting standards ● Writing: Exemplars in each level of mastery in writing for each writing type ● Reading: % of students at grade level in reading as measured by DRA/Lexile/MAP/RW/CAASPP ● Science: baseline CAST scores ● Math: benchmark assessments, math tasks, CAASPP data 76% meeting standards ● VAPA: Evaluation of A4L grant 	<ul style="list-style-type: none"> ● CAASPP ELA: 82% meeting standards ● Writing: Exemplars in each level of mastery in writing for each writing type ● Reading: % of students at grade level in reading as measured by DRA/Lexile/MAP/RW/CAASPP ● Science: CAST Yr 1 growth from baseline ● Math: benchmark assessments, math tasks, CAASPP data CAASPP data 78% meeting standards ● VAPA: Evaluation of A4L grant

Goal 2: Communication	Communicate openly, freely, and accurately to engage and involve all shareholders.
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Identified Need:	<p>Currently there is inconsistent usage of Haiku at VES as a communication tool for parents.</p> <p>More parent communication regarding progress reports, report cards, grading criteria and meaning of grades is needed.</p> <p>Grade level appropriate and clear language on report cards is needed.</p> <p>Alignment between Fall parent/teacher conferences (NOV) and end of 1st semester report card (FEB 1) is needed.</p> <p>Alignment of assessment calendar to grading periods is needed.</p> <p>Simplified explanations, timeframes of the MAP window, purpose of the MAP, and directions how to interpret scores is needed.</p>
Site Strategy:	Village Elementary seeks to ensure communication systems between and among all shareholders are effective.

Goal 2/Communication: Key Actions and Services									
	2017-18			2018-19			2019-20		
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
2.1	<p>Shareholder participation, communication, and engagement will continue to be a priority to support all VES students.</p> <ul style="list-style-type: none"> Survey teachers on K-2 Haiku usage. VES will ensure required parent participation at SSC, ELAC, and encourage parent participation in PTO. 	<p>Shareholder participation, communication, and engagement will continue to be a priority to support all VES students.</p> <ul style="list-style-type: none"> Survey teachers on K-2 Haiku usage. VES will ensure required parent participation at SSC, ELAC, and encourage parent participation in PTO. 	<p>Shareholder participation, communication, and engagement will continue to be a priority to support all VES students.</p> <ul style="list-style-type: none"> Survey teachers on K-2 Haiku usage. VES will ensure required parent participation at SSC, ELAC, and encourage parent participation in PTO. 						

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	<ul style="list-style-type: none"> ● Strive for 100% participation of parents at fall parent-teacher conferences. ● Parent information nights each year on educational topics related to elementary grades. ● Parent communication and information will be provided on grading and reporting system (grade level appropriate with clear language). ● MAP training for all teachers. 	<ul style="list-style-type: none"> ● Strive for 100% participation of parents at fall parent-teacher conferences. ● Parent information nights each year on educational topics related to elementary grades. ● Parent communication and information will be provided on grading and reporting system (grade level appropriate with clear language). ● Refresher MAP training for existing and new teachers. 	<ul style="list-style-type: none"> ● Strive for 100% participation of parents at fall parent-teacher conferences. ● Parent information nights each year on educational topics related to elementary grades. ● Parent communication and information will be provided on grading and reporting system (grade level appropriate with clear language). ● Refresher MAP training for existing and new teachers.
Students Served	All ___X___ Military___ EL/RFEP___ Homeless/Foster Youth___ Low Income___SWD___ Specific Student Group (xx)___		
Budget Amount and Source	EFF, Site, and District budget	EFF, Site, and District budget	EFF, Site, and District budget
Expected Outcomes/Metrics Baseline 16/17: 98% of parents participated in P/T conferences	<ul style="list-style-type: none"> ● Haiku usage K-2 will be baseline ● 100% of parents will participate in P/T conferences. 	<ul style="list-style-type: none"> ● Haiku usage K-2 will be based on results from 2017/18. ● 100% of parents will participate in P/T conferences. 	<ul style="list-style-type: none"> ● Haiku usage K-2 will be based on results from previous year. ● 100% of parents will participate in P/T conferences.
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged

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<p>2.2</p>	<p>Communication between VES administration and staff will include:</p> <ul style="list-style-type: none"> • VES Leadership Team, Strategic Planning Committee, School Site Council, ELAC, Co-Teaching Committee • Monthly certificated professional development meetings • Weekly Expedition • PLC agendas and notes • Goal and evaluation/reflection conferences • As needed 	<p>Communication between VES administration and staff will include:</p> <ul style="list-style-type: none"> • VES Leadership Team, Strategic Planning Committee, School Site Council, ELAC, Co-Teaching Committee • Monthly certificated professional development meetings • Weekly Expedition • PLC agendas and notes • Goal and evaluation/reflection conferences • As needed 	<p>Communication between VES administration and staff will include:</p> <ul style="list-style-type: none"> • VES Leadership Team, Strategic Planning Committee, School Site Council, ELAC, Co-Teaching Committee • Monthly certificated professional development meetings • Weekly Expedition • PLC agendas and notes • Goal and evaluation/reflection conferences • As needed
<p>Students Served</p>	<p>All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)___</p>		
<p>Budget Amount and Source</p>	<p>None</p>	<p>None</p>	<p>None</p>
<p>Expected Outcomes/Metrics Baseline 16/17:</p>	<ul style="list-style-type: none"> • Feedback from teachers in year-end conferences • Year-end reflection with Leadership Team • Various meeting agendas and notes 	<ul style="list-style-type: none"> • Feedback from teachers in year-end conferences • Year-end reflection with Leadership Team • Various meeting agendas and notes 	<ul style="list-style-type: none"> • Feedback from teachers in year-end conferences • Year-end reflection with Leadership Team • Various meeting agendas and notes
	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>

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<p>2.3</p>	<p>Communication between VES staff to community will include:</p> <ul style="list-style-type: none"> ● Parent survey ● Weekly principals' newsletters to parents ● Haiku (see above 2.1) ● social media, local news outlets (eCoronado, Eagle Journal, Facebook, Twitter, district website) ● Parent Nights (i.e., curriculum, report cards, assessments, and other trainings as needed) ● Coffee with administration (3x per yr) ● PTO ● SSC ● ELAC ● SEPAC 	<p>Communication between VES staff to community will include:</p> <ul style="list-style-type: none"> ● Parent survey ● Weekly principals' newsletters to parents ● Haiku (see above 2.1) ● social media, local news outlets (eCoronado, Eagle Journal, Facebook, Twitter, district website) ● Parent Nights (i.e., curriculum, report cards, assessments, and other trainings as needed) ● Coffee with administration (3x per yr) ● PTO ● SSC ● ELAC ● SEPAC 	<p>Communication between VES staff to community will include:</p> <ul style="list-style-type: none"> ● Parent survey ● Weekly principals' newsletters to parents ● Haiku (see above 2.1) ● social media, local news outlets (eCoronado, Eagle Journal, Facebook, Twitter, district website) ● Parent Nights (i.e., curriculum, report cards, assessments, and other trainings as needed) ● Coffee with administration (3x per yr) ● PTO ● SSC ● ELAC ● SEPAC
<p>Students Served</p>	<p>All__X_ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__</p>		
<p>Budget Amount and Source</p>	<p>None</p>	<p>None</p>	<p>None</p>
<p>Expected Outcomes/Metrics Baseline 16/17: P/T conference participation rate was 98%</p>	<p>Number of meetings per year will be maintained as stated above. P/T conference attendance will improve by .5% to 98.5%</p>	<p>Number of meetings per year will be maintained as stated above. P/T conference attendance will improve by .5% to 99%</p>	<p>Number of meetings per year will be maintained as stated above. P/T conference attendance will improve by .5% to 99.5%</p>

<p>Goal 3: Support</p>	<p>Maintain safe and supportive schools where students and staff thrive.</p>
<p>Identified Need:</p>	<p>There is no adopted CUSD social/emotional curriculum for students in grades 1-5. Students' needs are unique; therefore, site staff should be provided with resources to support those unique needs.</p> <p>Academic performance should be enhanced through enrichment, strength based learning, and social-emotional support.</p>
<p>Site Strategy:</p>	<p>Village Elementary seeks to ensure that, through data-driven decision making, intervention and enrichment experiences, and social/emotional services support all students' needs.</p> <p>Enrichment:</p> <ul style="list-style-type: none"> ● Meet the Masters-Continue ● Incorporate the ARTS (VAPA) into the school day that still meet instructional minutes. Weave into the standards that need to be met. Incorporate VAPA into project based learning. ● Evaluating what is successful or what is not and add other areas of interest we can add to enrichment. ● Continue to build on enrichment into other grades or across sites. ● More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond. <p>Social/Emotional Supports:</p> <ul style="list-style-type: none"> ● Continue with current clinical support. ● Add additional clinical support due to increased pressure and stress on our students.

	<ul style="list-style-type: none"> • Initiate assemblies at each grade level that foster a growth mindset and compassion of others. Follow-up with classroom discussions consistently throughout the school year (weekly/bi-weekly) to address needs of each unique classroom community to continue to work on acceptance and inclusion of all students. • Continue Circle of Education social/emotional curriculum at preschool level. • Partner with SAFE for more support as needed. <p>Safety/Supportive School:</p> <ul style="list-style-type: none"> • Safe and clean facilities • Thorough/Complete VES Safety Plan • Develop and evaluate enrichment and intervention opportunities for students.
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Goal 3/Support: Key Actions and Services									
	2017-18			2018-19			2019-20		
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
3.1	VES will maintain safe and clean facilities.			Continue			Continue		
Students Served	All_x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__								
Budget Amount and Source	District M&O budget/site budget			District M&O budget/site budget			District M&O budget/site budget		
Expected Outcomes/Metrics	<ul style="list-style-type: none"> • Ingress and egress locations will continue to be staffed appropriately. 			<ul style="list-style-type: none"> • Ingress and egress locations will continue to be staffed appropriately. 			<ul style="list-style-type: none"> • Ingress and egress locations will continue to be staffed appropriately. 		

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<p>Baseline 16/17:</p>	<ul style="list-style-type: none"> Weekly inspections by site administration of classrooms, playgrounds, and other areas at both campuses will continue with timely reporting of issues to M&O. Discuss needs for Crossing Guard at H Ave and 6th street. 	<ul style="list-style-type: none"> Weekly inspections by site administration of classrooms, playgrounds, and other areas at both campuses will continue with timely reporting of issues to M&O. Discuss needs for Crossing Guard at H Ave and 6th street 	<ul style="list-style-type: none"> Weekly inspections by site administration of classrooms, playgrounds, and other areas at both campuses will continue with timely reporting of issues to M&O. Discuss needs for Crossing Guard at H Ave and 6th street
	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
<p>3.2</p>	<p>VES will update its safety plan using new template and hold appropriate safety drills annually.</p>	<p>VES will update its safety plan using new template and hold appropriate safety drills annually.</p>	<p>VES will update its safety plan using new template and hold appropriate safety drills annually.</p>
<p>Students Served</p>	<p>All __x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__</p>		
<p>Budget Amount and Source</p>	<p>None</p>	<p>None</p>	<p>None</p>
<p>Expected Outcomes/Metrics: Clearly defined roles and responsibilities of all staff members during various drills. Adequate supplies for disaster preparedness. Drills monthly</p>	<p>Documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc.</p> <ul style="list-style-type: none"> Improvements made based on staff feedback 	<p>Continue documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc.</p> <ul style="list-style-type: none"> Meet with community leaders to expand plan Meet with Safety Planning Team to continue to refine and improve upon plan Implement practice drills in conjunction with community safety authorities to determine 	<p>Continue documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc.</p> <ul style="list-style-type: none"> Meet with community leaders to expand plan Meet with Safety Planning Team to continue to refine and improve upon plan Implement practice drills in conjunction with community safety authorities to determine what's working and what needs to be refined

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<p>Baseline 16/17: New safety plan based on SDCOE format introduced districtwide this year. Drills required once per month at elementary schools.</p>		<p>what's working and what needs to be refined</p> <ul style="list-style-type: none"> Incorporate staff and community improvement feedback and suggestions into the plan Make needed changes to plan in accordance with new suggestions and determined needs Supplies needed (per site) will be purchased and distributed to staff in order to best support safety plans 	<ul style="list-style-type: none"> Incorporate staff and community improvement feedback and suggestions into the plan Make needed changes to plan in accordance with new suggestions and determined needs Inventory and update supplies needed (per site) to best support safety plans
	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
<p>3.3</p>	<p>Through data-driven decision making, CUSD will develop and evaluate intervention sequences and enrichment experiences that support the needs of all learners.</p>	<p>Through data-driven decision making, CUSD will develop and evaluate intervention sequences and enrichment experiences that support the needs of all learners.</p>	<p>Through data-driven decision making, CUSD will develop and evaluate intervention sequences and enrichment experiences that support the needs of all learners.</p>
<p>Students Served</p>	<p>All_X_ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__ identified students__</p>		
<p>Budget Amount and Source</p>	<p>ASE funding (DoDEA, LCFF supplemental, TIIG, CSF) and site funds</p>	<p>ASE funding (DoDEA, LCFF supplemental, TIIG, CSF) and site funds</p>	<p>ASE funding (DoDEA, LCFF supplemental, TIIG, CSF) and site funds</p>
<p>Expected Outcomes/Metrics</p>	<ul style="list-style-type: none"> 70% of identified students will make growth on MAP Math benchmark. 	<ul style="list-style-type: none"> 85% of identified students will make growth on MAP Math benchmark. 	<ul style="list-style-type: none"> 100% of identified students will make growth on MAP Math benchmark.

<p>Baseline 16/17: Math:55% of identified students made growth per winter 2017 MAP data Reading: 16/17 Baseline: 36 students in grades 1 and 2 receiving services. 31 out of 36 students gained 3 or more reading levels - 86%</p>	<ul style="list-style-type: none"> ● 89% of identified students will make 3 or more levels of growth in reading. ● Data analysis and instructional focus discussions at weekly grade level PLCs ● Progress monitoring discussions on identified students occur with input from ASE teachers, general education teachers, math TOSA, and administration informally and formally each month (math, leveled literacy intervention, and Walk-to-Read). ● Enrichment and extension activities and assignments will be provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year. Teaching To High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through Project based projects are taught within all grade levels across the district. ● Meet the Masters-Continue 	<ul style="list-style-type: none"> ● 91% of identified students will make 3 or more levels of growth in reading. ● Data analysis and instructional focus discussions at weekly grade level PLCs ● Progress monitoring discussions on identified students occur with input from ASE teachers, general education teachers, math TOSA, and administration informally and formally each month (math, leveled literacy intervention, and Walk-to-Read). ● Enrichment and extension activities and assignments will be provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year. Teaching To High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through Project based projects are taught within all grade levels across the district. ● Meet the Masters-Continue ● Incorporate the ARTS (VAPA) into the school day that still meet 	<ul style="list-style-type: none"> ● 94% of identified students will make 3 or more levels of growth in reading. ● Data analysis and instructional focus discussions at weekly grade level PLCs ● Progress monitoring discussions on identified students occur with input from ASE teachers, general education teachers, math TOSA, and administration informally and formally each month (math, leveled literacy intervention, and Walk-to-Read). ● Enrichment and extension activities and assignments will be provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year. Teaching To High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through Project based projects are taught within all grade levels across the district. ● Meet the Masters-Continue ● Incorporate the ARTS (VAPA) into the school day that still meet instructional minutes. Weave into the standards that need to be met.
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	<ul style="list-style-type: none"> • Incorporate the ARTS (VAPA) into the school day that still meet instructional minutes. Weave into the standards that need to be met. Incorporate VAPA into project based learning. • Evaluating what is successful or what is not and add other areas of interest we can add to enrichment. • Continue to build on enrichment into other grades or across sites. • More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond. 	<p>instructional minutes. Weave into the standards that need to be met. Incorporate VAPA into project based learning.</p> <ul style="list-style-type: none"> • Evaluating what is successful or what is not and add other areas of interest we can add to enrichment. • Continue to build on enrichment into other grades or across sites. • More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond. 	<p>Incorporate VAPA into project based learning.</p> <ul style="list-style-type: none"> • Evaluating what is successful or what is not and add other areas of interest we can add to enrichment. • Continue to build on enrichment into other grades or across sites. • More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond.
	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
<p>3.4</p>	<p>English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will improve reading, writing, speaking, and listening skills in English to be college and career ready.</p> <ul style="list-style-type: none"> • 30 minutes of designated ELD will be provided daily for all ELs. • Increase ELD FTE to 1.0. • Begin training all VES teachers on GLAD strategies to support integrated ELD. 	<p>Continue; FTE based on EL enrollment.</p>	<p>Continue; FTE based on EL enrollment.</p>

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Students Served	All___ Military___ EL/RFEP___ Homeless/Foster Youth___ Low Income___ SWD___ Specific Student Group (xx)_English Learners___		
Budget Amount and Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Expected Outcomes/Metrics Baseline 16/17: 58% growth on CELDT 18 students tested	<ul style="list-style-type: none"> • ELD instructional minutes will remain no fewer than 30 minutes daily. • Begin discussing Guided Language Acquisition Design (GLAD) strategies will be monitored by observations. 	<ul style="list-style-type: none"> • ELD instructional minutes will remain no fewer than 30 minutes daily. • Provide PD Guided Language Acquisition Design (GLAD) strategies will be monitored by observations. 	<ul style="list-style-type: none"> • ELD instructional minutes will remain no fewer than 30 minutes daily. • Provide PD Guided Language Acquisition Design (GLAD) strategies will be monitored by observations.
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.5	Improve CUSD attendance rates and chronic absenteeism rates for all students. <ul style="list-style-type: none"> • Ensure all VES attendance is accurately reported daily into Synergy. • Ensure VES attendance clerk and counselor/assistant principal notify parents on a timely basis of absences, including providing official CUSD absence threshold letters to parents on a timely basis. <ul style="list-style-type: none"> • Promote and incentivize positive attendance. • Ensure VES holds 	Improve CUSD attendance rates and chronic absenteeism rates for all students. <ul style="list-style-type: none"> • Ensure all VES attendance is accurately reported daily into Synergy. • Ensure VES attendance clerk and counselor/assistant principal notify parents on a timely basis of absences, including providing official CUSD absence threshold letters to parents on a timely basis. • Promote and incentivize positive attendance. • Ensure VES holds appropriate SART meetings for students 	Improve CUSD attendance rates and chronic absenteeism rates for all students. <ul style="list-style-type: none"> • Ensure all VES attendance is accurately reported daily into Synergy. • Ensure VES attendance clerk and counselor/assistant principal notify parents on a timely basis of absences, including providing official CUSD absence threshold letters to parents on a timely basis. • Promote and incentivize positive attendance. • Ensure VES holds appropriate SART meetings for students whose attendance reaches appropriate thresholds.

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	<p>appropriate SART meetings for students whose attendance reaches appropriate thresholds.</p> <ul style="list-style-type: none"> • Make visible what measures are in place to reward positive student attendance. • Make visible supports that are in place to support students having attendance concerns. • Make visible policy and accountability (i.e. credit available) for completed ISC work • Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools) 	<p>whose attendance reaches appropriate thresholds.</p> <ul style="list-style-type: none"> • Make visible what measures are in place to reward positive student attendance. • Make visible supports that are in place to support students having attendance concerns. • Make visible policy and accountability (i.e. credit available) for completed ISC work • Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools) • Key actions are dependent on feedback and outcome from previous years. • Determine need for additional supports which may be helpful or necessary. 	<ul style="list-style-type: none"> • Make visible what measures are in place to reward positive student attendance. • Make visible supports that are in place to support students having attendance concerns. • Make visible policy and accountability (i.e. credit available) for completed ISC work • Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools) • Key actions are dependent on feedback and outcome from previous years. • Determine need for additional supports which may be helpful or necessary.
Students Served	All_x_Military___ EL/RFEP___ Homeless/Foster Youth___ Low Income___SWD___ Specific Student Group (xx)___		
Budget Amount and Source	Site/District budget	Site/District budget	Site/District budget

<p>Expected Outcomes/ Metrics Baseline: P2 15/16: 96.6% Chronic Absenteeism 15/16: 12%</p>	<ul style="list-style-type: none"> ● Improve P2 attendance rate by 1% ● Improve chronic absenteeism rate by 2%. 	<ul style="list-style-type: none"> ● Improve P2 attendance rate by 1%. ● Improve chronic absenteeism rate by 2%. 	<ul style="list-style-type: none"> ● Improve P2 attendance rate by 1%. ● Improve chronic absenteeism rate by 2%.
	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
<p>3.6</p>	<p>Decrease suspension rate.</p> <ul style="list-style-type: none"> ● Schoolwide discipline policy provides students with opportunities to make good choices, and intervention solutions are based on natural consequences. ● Maintain consistent and strong home/school communication regarding behavior. ● Interventions are based on positive discipline with strong parent/school team approach to resolve issues. ● Student Success Team (SST) supports referred students with behavior needs. ● Monthly Character Counts awards promote positive behavior and citizenship. ● MFLC and student Peace Patrol help support student needs on playground during recesses. ● Provide counseling resources 	<p>Decrease suspension rate.</p> <ul style="list-style-type: none"> ● Schoolwide discipline policy provides students with opportunities to make good choices, and intervention solutions are based on natural consequences. ● Maintain consistent and strong home/school communication regarding behavior. ● Interventions are based on positive discipline with strong parent/school team approach to resolve issues. ● Student Success Team (SST) supports referred students with behavior needs. ● Monthly Character Counts awards promote positive behavior and citizenship. ● MFLC and student Peace Patrol help support student needs on playground during recesses. ● Provide counseling resources as needed. 	<p>Decrease suspension rate.</p> <ul style="list-style-type: none"> ● Schoolwide discipline policy provides students with opportunities to make good choices, and intervention solutions are based on natural consequences. ● Maintain consistent and strong home/school communication regarding behavior. ● Interventions are based on positive discipline with strong parent/school team approach to resolve issues. ● Student Success Team (SST) supports referred students with behavior needs. ● Monthly Character Counts awards promote positive behavior and citizenship. ● MFLC and student Peace Patrol help support student needs on playground during recesses. ● Provide counseling resources as needed.

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	as needed.		
Students Served	All__x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	PTO funding, site budget	PTO funding, site budget	PTO funding, site budget
Expected Outcomes/Metrics Baseline 16/17: Number of referrals and suspensions	Decrease % of referrals and suspensions after baseline determined from 16/17 school year.	Decrease % of referrals and suspensions.	Decrease % of referrals and suspensions.
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.7	<p>Provide appropriate social/emotional supports for students in a variety of ways.</p> <ul style="list-style-type: none"> ● Maintain use of Circle of Education curriculum for preschool, TK and Kindergarten, and special education. ● Research a social emotional curriculum for grades 1-5. ● Maintain current staffing of Military Family Life Counselors (2 FTE) and full-time counselor (1.0 FTE). ● Maintain student services such as Military Kids Club, 	<p>Provide appropriate social/emotional supports for students in a variety of ways.</p> <ul style="list-style-type: none"> ● Maintain use of Circle of Education curriculum for preschool, TK and Kindergarten, and special education. ● Research a social emotional curriculum for grades 1-5. ● Maintain current staffing of Military Family Life Counselors (2 FTE) – one at each site and increase current full-time counseling support from 1.0 FTE to 1.5 FTE to support 2 different sites. 	<p>Provide appropriate social/emotional supports for students in a variety of ways.</p> <ul style="list-style-type: none"> ● Maintain use of Circle of Education curriculum for preschool, TK and Kindergarten, and special education. ● Research a social emotional curriculum for grades 1-5. ● Maintain current staffing of Military Family Life Counselors (2 FTE) and 1 full-time counselor and 1 part time counselor to support 2 different sites (1.5 FTE). ● Maintain student services such as Military Kids Club, Deployment Club, individual/group counseling,

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	Deployment Club, individual/group counseling, classroom presentations, etc.	<ul style="list-style-type: none"> Maintain student services such as Military Kids Club, Deployment Club, individual/group counseling, classroom presentations, etc. 	classroom presentations, etc.
Students Served	All__x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	City Funding, Military Funding, Site Funding	City Funding, Military Funding, Site Funding	City Funding, Military Funding, Site Funding
Expected Outcomes/Metrics Baseline: Counselor Data Totals from 8/16 to 3/17: Walk-Ins: 223 Risk Mgmt: 32 Individual Caseload: 27 Group Counseling: 49 Parent Conferences: 112 Classroom Presentations : 98 504s: 16 SSTs: 73	<p>Decrease number of walk-ins and number of individual caseloads from baseline year by 3%.</p> <p>Increase group and classroom presentations and pilot Social/emotional curriculum and supports.</p>	<p>Decrease number of walk-ins and number of individual caseloads from 17/18 by 5%.</p> <p>Increase group and classroom presentations and pilot Social/emotional curriculum and supports.</p>	<p>Decrease number of walk-ins and number of individual caseloads from 18/19 by 5%.</p> <p>Increase group and classroom presentations and pilot Social/emotional curriculum and supports.</p>

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	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.8	Provide training for students on digital proficiency and citizenship including ethical use of technology.	Provide training for students on digital proficiency and citizenship including ethical use of technology. Review Acceptable Use Policy site-wide Review Technology Scope and Sequence	Provide training for students on digital proficiency and citizenship including ethical use of technology. Review Acceptable Use Policy site-wide Review Technology Scope and Sequence
Students Served	All__XX__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	Site Budget	Site Budget	Site Budget
Expected Outcomes/Metrics Baseline 16/17: Digital Citizenship Week - activities	Technology TK-5 Scope and Sequence Digital Citizens 212st Century Learners Google Doc student training and assignments in all classrooms	Technology TK-5 Scope and Sequence Digital Citizens 212st Century Learners Google Doc student training and assignments in all classrooms	Technology TK-5 Scope and Sequence Digital Citizens 212st Century Learners Google Doc student training and assignments in all classrooms