



## Calvine High School

# Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: \_

(Signature): \_

**Elk Grove Unified School District  
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on \_

\*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

## Goal Setting

### State Priorities

#### Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

#### Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

#### Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

### Strategic Goals

#### Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

#### Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

#### Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

#### Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.

### A. Stakeholder Engagement

| Involvement Process for LCAP and Annual Update  |
|---|
| <p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>Calvine High School provided a series of engagements with stakeholder groups and presented them with ongoing data points which were then used to identify critical areas of need. Last school year, Calvine took part in a WASC self-study which allowed the entire staff to conduct a detailed self-study of the school in the areas of Organization, Curriculum, Instruction, Assessment and School Culture; the self study culminated in the identification of the school's three critical areas of need, as well as a detailed action plan (LCAP) to address and mitigate those areas to improve student achievement. Calvine utilized School Site Council Meetings held: 2/15/17, 4/19/17, 8/23/17, 8/25/17 and 8/30/17 to gather input and develop a comprehensive school wide LCAP plan with stakeholders comprised of students, staff, parents and community members. Our ELAC met 12/16/16, 3/17/17 and 9/14/17 to analyze data and offer feedback for the development of the comprehensive LCAP plan. Open House, held 3/22/17 and Back to School Night, held 8/16/17 were utilized to share data and to collect parent feedback. Our operational staff meetings held 8/8/17 and 9/13/17 included data and LCAP review, allowing for detailed discussion of critical areas of need and suggested revisions to the school's LCAP. Calvine High School operates with absolute transparency and utilizes all meetings that involve stakeholder groups as an opportunity to gather feedback and discuss data and strategies to increase student success.</p> |
| Impact of LCAP and Annual Update  |
| <p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>These engagements were instrumental in identifying priorities for program implementation and funding. The data analysis provided stakeholder groups with clear areas of critical need, allowing the team to allocate funds where they are most needed and would have the highest level of impact on student achievement. Primary focus was placed on the following: Increasing student achievement in ELA and Math proficiency, increasing parent involvement, closing the achievement gap, meeting federally mandated AMAOs for English Learners, utilizing formative, interim, and summative assessment to drive instruction, creating common assessments, utilizing the PLC process, implementing culturally responsive instruction, and expanding our current college and career readiness program.</p> <p>Calvine's stakeholder group began the Comprehensive Needs Assessment, and while we still have the school year to refine the findings, we have identified our <b>Title 1 Targeted Assistance</b> group as being: Students at risk of not graduating on time, based on overall remaining credits or remaining credits in specific core requirements. Also included in this group are Foster Youth, homeless students, and other students not on track to graduate.</p>   |

### B. Goals, Actions, and Progress Indicators

| District Strategic Goal 1:  | District Needs and Metrics 1:   |
|---|---|
| All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life | Students need high quality classroom instruction and curriculum as measured by: |

|  |  |
|--|--|
| readiness and eliminate the achievement gap. | <ul style="list-style-type: none"> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• A-G Completion</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Instructional Materials</li> <li>• Progress toward English Proficiency</li> <li>• Redesignation</li> <li>• Teacher Assignment</li> </ul> |
|--|--|

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 1.1**

Increase the number of students who obtain proficiency in ELA, Mathematics, Science, Social Science and Health.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

• Foster Youth • Low Income

| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice?                           | How will you Measure the Effectiveness of the Actions/Services? |
|--|--|---|
| Timesheet teachers to provide Afterschool or extended day learning opportunities for students not meeting proficiency standards or requiring credit recovery in ELA, Math, Science, Social Science, Health and other graduation requirements including but not limited to: Tutoring/Intervention opportunities, summer school, additional sections, school day and after school day academic support, and field trips. | Hattie Effect Size:<br>Acceleration .88<br>Direct Instruction .59<br>Worked Examples .57 | CAASPP<br>CHS Benchmark Assessments<br>iready assessments       |

**What funding source will you use?**

Title 1 After School : \$6,000  
LCFF Sup/Con \$2,542

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

• Foster Youth • Low Income

| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice?  | How will you Measure the Effectiveness of the Actions/Services?                     |
|--|---|---|
| Provide professional development for teachers and staff around instructional best practices, including but not limited to conferences, workshops, release time and/or timesheet pay beyond work hours for teachers to collaborate, explore, develop curriculum, develop and implement interventions through student assistance program meetings and refine instructional strategies to meet the needs of the targeted assistance students. | Hattie Effect Size:<br>Professional Development .62<br><br>"Investigating a Systematic Process to Develop Teacher Expertise: A Comparative Case Study"<br><a href="http://www.marzanocenter.com/files/Paul_Mielke_Dissertation.pdf">http://www.marzanocenter.com/files/Paul_Mielke_Dissertation.pdf</a> | Classroom Observations<br>CAASPP<br>iready Assessments<br>CHS Benchmark Assessments |

Time Sheets- Teacher Pay/  
Classified staff pay= \$40.00/hour  
Release Days- Substitute  
Coverage= \$200.00/day

**What funding source will you use?**

Title 1 After School: \$11,784

**Actions/Services 1.1.3**

**Principally Targeted Student Group**

- Foster Youth • Low Income

| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice?   | How will you Measure the Effectiveness of the Actions/Services?     |
|--|--|---|
| <p>Provide supplemental instructional materials and technological supports to teachers and students in the targeted after-school intervention courses to increase academic competence and supplemental learning experiences.</p> <ol style="list-style-type: none"> <li>1. Binders and dividers for students to utilize organizational strategies in intervention academic classes. 180 students at 6.00 per set.</li> <li>2. Notebooks, scissors, and gluesticks for creating interactive notebooks in core science intervention classes. 3.00 per student for 300 students.</li> <li>3. Supplemental books and novels for class libraries in the English Intervention courses. 20 copies each of 5 titles at 20.00 per copy for 2 English Classrooms.</li> <li>4. Remote presentation devices for presentations in targeted intervention courses. 5 wireless remotes at 38.00 each.</li> <li>5. Supplemental laboratory materials for targeted intervention science classes. 1150.00 each for 2 science classes.</li> <li>6. Graphing calculators for use in intervention mathematics courses. 40 calculators at 120.00 each.</li> </ol> | <p>"The Integral Role of Laboratory Investigations in Science Instruction"<br/><a href="http://www.nsta.org/about/positions/laboratory.aspx">http://www.nsta.org/about/positions/laboratory.aspx</a></p> <p>"Calculators in the Mathematics Classroom"<br/><a href="http://ptgmedia.pearsoncmg.com/imprint_downloads/merrill_professional/pdf/technology_and_school_mathematics_ch8_vandewalle.pdf">http://ptgmedia.pearsoncmg.com/imprint_downloads/merrill_professional/pdf/technology_and_school_mathematics_ch8_vandewalle.pdf</a></p> | <p>Classroom Observations<br/>Student Grades<br/>Credit Earning</p> |

**What funding source will you use?**

Title 1 After School: \$9,270

1. \$1,080
2. \$900
3. \$4,000
4. \$190
5. \$2,300
6. \$800

**Actions/Services 1.1.4**

**Principally Targeted Student Group**

| Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
|---|--|---|
|   |  |   |

**What funding source will you use?**

**Site Goal 1.2**

Increase the number of EL students that will meet federally mandated AMAOs.

**Metric:** Progress toward English Proficiency

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- EL • R-FEP

| Specific Actions to Meet Expected Outcome   | What is the Research Confirming this is an Effective Practice?   | How will you Measure the Effectiveness of the Actions/Services? |
|---|--|---|
| Provide professional development for teachers and/ or classified staff around instructional best practices for EL students, including but not limited to conferences, workshops, release time, ELAC or DELAC meetings and/or timesheet pay beyond work hours for teachers to collaborate, explore, develop curriculum, and refine instructional strategies to meet the needs of EL students.<br><br>Time Sheets- Teacher Pay= \$40.00/hour<br>Release Days- Substitute Coverage= \$200.00/day | Kate Kinsella: Secondary PLCs Addressing English Language Instruction For Long-Term ELs<br><br><a href="http://sccoe.org/depts/ell/accountability/12thannual/Starlight_Kinsella_120711.pdf">http://sccoe.org/depts/ell/accountability/12thannual/Starlight_Kinsella_120711.pdf</a><br><br>Hattie Effect Size: Professional Development .62 | CELDT<br>AMOA 1<br>AMAO 2<br>CAASPP<br>iready Assessments       |

**What funding source will you use?**

EL: \$1,000

**Actions/Services 1.2.2**

**Principally Targeted Student Group**

• EL • R-FEP

| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice?  | How will you Measure the Effectiveness of the Actions/Services? |
|--|---|---|
| Purchase instructional materials and classroom books, novel, dictionaries for structured EL instruction. | Kate Kinsella: Secondary PLCs Addressing English Language Instruction For Long-Term ELs<br><br>http://sccoe.org/depts/ell/accountability/12thannual/Starlight_Kinsella_120711.pdf<br><br>Hattie Effect Size: Professional Development .62 | CELDT<br>AMOA 1<br>AMAO 2<br>CAASPP<br>iready Assessments       |

**What funding source will you use?**

EL: \$600.00

**District Strategic Goal 2:**

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

**District Needs and Metrics 2:**

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- Assessment System
- Data and Program Evaluation
- Student Information System

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 2.1**

Utilize an assessment system that allows teachers to collect, disaggregate and share student achievement data in order to drive instructional choices and plan next steps for student instruction.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

• Foster Youth • Low Income

| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
|--|--|---|
| Purchase iready assessment software to identify and track targeted assistance student group scoring below proficiency in ELA and Math.<br><br>ELA Diagnostic 160 at \$6.00 each<br>Math Diagnostic 160 at \$6.00 each<br>ELA Concurrent 20 at \$7.50 each<br>Math Concurrent 20 at \$7.50 each | Hattie Effect Size:<br>Feedback .73                            | iready assessments<br>CAASPP<br>CHS Benchmark Assessments       |

**What funding source will you use?**

Title One Basic: \$2,542

**Actions/Services 2.1.2**

**Principally Targeted Student Group**

• Foster Youth • Low Income

| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
|--|--|---|
| Purchase computers and technology equipment to assist with the collection, analysis, disaggregation and sharing of school-wide assessment data in ELA and Math performance of targeted assistance group.<br><br>2 computers<br>2 ELMO<br>2 HDMI cables | Hattie Effect Size:<br>Feedback .73                            | iready assessments<br>CHS benchmark assessments<br>CAASPP       |

**What funding source will you use?**

Title 1 Basic: \$2,948

**Actions/Services 2.1.3**

**Principally Targeted Student Group**

• Foster Youth • Low Income

| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
|--|--|---|
| Provide professional development for teachers and staff in the utilization of iready assessment software, including, but not limited to: webinars, trainings, instructional materials and release days or compensation beyond work hours.<br><br>Time Sheets- Teacher Pay= \$40.00/hour<br>Release Days- Substitute Coverage= \$200.00/day | Hattie Effect Size:<br>Professional Development .62            | iready assessments<br>CHS Benchmark Assessments                 |

**What funding source will you use?**

Title 1 Basic: \$ 1,000

**Site Goal 2.2**

Develop and utilize common formative, interim and summative CCSS aligned assessments in ELA and Math for use in Professional Learning Communities.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 2.2.1**

**Principally Targeted Student Group**

• Foster Youth • Low Income

| Specific Actions to Meet Expected Outcome   | What is the Research Confirming this is an Effective Practice?                              | How will you Measure the Effectiveness of the Actions/Services?   |
|---|---|---|
| <p>Provide release time for teachers and/or classified staff and/or compensation beyond work hours for the creation and development of benchmark writing, ELA and Math assessments, testing schedules, and PLC team meetings.</p> <p>Time Sheets- Teacher Pay= \$40.00/hour<br/>Release Days- Substitute Coverage= \$200.00/day</p> | <p>Five "Key Strategies" for Effective Formative Assessment. William and Thompson 2007.</p> | <p>iready assessments<br/>CHS Benchmark Assessments<br/>CAASP</p> |

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| <p><b>What funding source will you use?</b></p> <p>Title 1 After School: \$2,000</p> |
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**Actions/Services 2.2.2**

**Principally Targeted Student Group**

• Foster Youth • Low Income

| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice?   | How will you Measure the Effectiveness of the Actions/Services?    |
|--|--|--|
| <p>Support implementation of PLCs by providing ongoing professional development, release time, and timesheet pay beyond work hours for teachers to meet with each other or instructional coaches to participate in PLC activities focused on developing instructional strategies for the targeted group.</p> <p>Time Sheets- Teacher Pay= \$40.00/hour<br/>Release Days- Substitute Coverage= \$200.00/day</p> | <p>PLC research supports that a cycle of inquiry utilizing the PLC model (teacher teams) focused on data collection of student work, primarily formative and summative, can/will result in improved student achievement. Research by Marzano, DuFour, Kamold, Larsen, and our own site data supports this best practice. Specifically, "One of the primary characteristics of high performing and high impact schools that are successfully closing the [ ] achievement gap - is their laser like focus on teacher collaboration as key to improving instruction and reaching all students. (Education Trust, 2005; Kersaint, 2007).</p> | <p>iready assessments<br/>CHS Benchmark Assessments<br/>CAASPP</p> |

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| <p><b>What funding source will you use?</b></p> <p>Title 1 After School: \$4,500</p> <p>Title One Basic: \$900</p> |
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**Actions/Services 2.2.3**

**Principally Targeted Student Group**

• Foster Youth • Low Income

| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice?   | How will you Measure the Effectiveness of the Actions/Services?    |
|--|--|--|
| <p>Support implementation of PLCs by providing materials and resources including, but not limited to books, software, articles and print</p> | <p>PLC research supports that a cycle of inquiry utilizing the PLC model (teacher teams) focused on data collection of student</p> | <p>iready assessments<br/>CHS benchmark Assessments<br/>CAASPP</p> |



materials teachers utilize to participate in PLC activities focused on instructional strategies to support targeted student group.

work, primarily formative and summative, can/will result in improved student achievement. Research by Marzano, DuFour, Kamold, Larsen, and our own site data supports this best practice. Specifically, "One of the primary characteristics of high performing and high impact schools that are successfully closing the [ ] achievement gap - is their laser like focus on teacher collaboration as key to improving instruction and reaching all students. (Education Trust, 2005; Kersaint, 2007).

**What funding source will you use?**

Title 1 Basic: \$2,000

**District Strategic Goal 3:**

All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

**District Needs and Metrics 3:**

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate
- Suspension

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 3.1**

Expand College and Career Readiness Program by fostering a college and career ready atmosphere for all students.

**Metric:** School Climate

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- Foster Youth

| Specific Actions to Meet Expected Outcome         | What is the Research Confirming this is an Effective Practice?           | How will you Measure the Effectiveness of the Actions/Services?   |
|---|--|---|
| Student Planners for targeted assistance students | Hattie Effect Size:<br>Study Skills .59<br>Goals .56<br>Expectations .43 | iready assessments<br>CHS Benchmark Assessments<br>College application data<br>College workshop attendance data |

**What funding source will you use?**

Title 1 After School: \$2,000

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

- Foster Youth • Low Income

| Specific Actions to Meet Expected Outcome   | What is the Research Confirming this is an Effective Practice?  | How will you Measure the Effectiveness of the Actions/Services?             |
|---|---|---|
| Offer field trips to local colleges, vocational education opportunities, internship opportunities and instruction related field trips for the targeted student group. | Hattie Effect Size:<br>Teacher Student Relationships .72<br>Expectations .43<br><br><a href="http://educationnext.org/the-educational-value-of-field-trips/">http://educationnext.org/the-educational-value-of-field-trips/</a><br>"The Educational Value of Field Trips" | College enrollment data<br>College persistence data<br>Dual enrollment data |

| What funding source will you use? |
|-----------------------------------|
| Title 1 Basic : \$4,500           |

**Site Goal 3.2**

Increase student attendance while reducing the suspension rate, lowering the number of office referrals for negative behaviors, and creating a school wide expectation for behavior by implementing PBIS.

|                           |
|---------------------------|
| <b>Metric:</b> Suspension |
|---------------------------|

**Actions/Services 3.2.1**

| Principally Targeted Student Group |
|------------------------------------|
| • Foster Youth • Low Income        |

| Specific Actions to Meet Expected Outcome   | What is the Research Confirming this is an Effective Practice?   | How will you Measure the Effectiveness of the Actions/Services?  |
|---|--|--|
| Support initiatives to implement a system of behavior management techniques to decrease conflict and support PBIS, Equity, Restorative Justice, and practices around wellness.<br><br>1. Provide weekly incentives to targeted students identified by PBIS campaigns on campus. Incentives include Calvine gear and materials for in class use.<br><br>2. Provide printed materials for targeted students promoting positive behaviors on campus. 3.40 per student for 180 students.<br><br>3. Provide staff development opportunities for teachers and administrators around the goals of PBIS and restorative practices to increase success for targeted students.. | Successful implementation of PBIS is associated with decreases in administrator and teacher time spent on student discipline, and large increases in time spent on instruction (Reinke, Herman, & Tucker, 2006).<br><br>Implementation of Tier 1 universal interventions is promisingly associated with increased academic outcomes (Horner et al., 2010). | California Healthy Kids Survey<br>Suspension/Expulsion data<br>Referral data<br>Student and Parent surveys, i.e. school climate, Senior Survey, etc.<br>Attendance |

| What funding source will you use?                                  |
|--|
| PBIS:<br>1. \$1,000<br><br>Title 1 Basic:<br>2. \$ 612<br>3. \$818 |

**Actions/Services 3.2.2**

**Principally Targeted Student Group**

• Foster Youth • Low Income

| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice?   | How will you Measure the Effectiveness of the Actions/Services?  |
|--|--|--|
| PBIS Tier I and Tier II Site Team Meetings to discuss and design interventions for targeted students struggling with academics and attendance.<br><br>8 teachers<br>1 time per month 1 hour each time<br><br>\$40.00/hour<br>10 months<br>(\$6,400.00) | At-risk and high-risk youth benefit the most from exposure to PBIS (Bradshaw, Waasdorp, & Leaf, 2015).<br><br>Universal PBIS led to decreases in office discipline referrals and positive school climate (Horner et al., 2009) | California Healthy Kids Survey<br><br>Suspension/Expulsion data<br><br>Referral data<br><br>Student and Parent surveys, i.e. school climate, Senior Survey, etc.<br><br>Attendance |

**What funding source will you use?**

Title 1 After School: \$4,200

**Site Goal 3.3**

**Metric:**

**Actions/Services 3.3.1**

**Principally Targeted Student Group**

• Foster Youth

| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice?   | How will you Measure the Effectiveness of the Actions/Services? |
|--|--|---|
| Create graduation and wellness plan for all foster youth at Calvine. Each foster youth at Calvine will receive an individualized plan.<br><br>Time sheet Teacher or Certificated pay<br>\$40.00/Hour | Pathways to College for Former Foster Youth: Understanding Factors That Contribute to Educational Success<br>Merdinger, Joan M; Hines, Alice M; Kathy Lemon Osterling; Wyatt, Paige. <b>Child Welfare; Arlington</b> Vol. 84, Iss. 6, (Nov/Dec 2005) | CHKS<br>Climate Culture Survey<br>Foster Youth Grad Rate        |

**What funding source will you use?**

Title One After School: \$2,000.00

**Actions/Services 3.3.2**

**Principally Targeted Student Group**

• Foster Youth • Low Income

| Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
|---|--|---|
| Provide targeted student assistance group | Biddle, D. (2012). Point Break program                         | CHKS  |

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|---|---|---|
| <p>with Point Break workshop focused on student wellness, anti-bullying, culture, climate and peer support strategies for teens.</p> <ol style="list-style-type: none"> <li>1. Work shop for 100 students</li> <li>2. Subs for 2 teachers</li> <li>3. 2 busses</li> </ol> | <p>evaluation: A research study regarding the effectiveness of the Point Break intervention program in four high schools. Final report. Folsom, CA: Biddle Consulting Group, Inc.</p> | <p>Culture climate survey<br/>Discipline data</p> |
|---|---|---|

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| <p><b>What funding source will you use?</b></p> |
| <p>Title One After School: \$3,246</p>          |

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| <p><b>District Strategic Goal 4:</b><br/>All students will benefit from programs and services designed to inform and involve family and community partners.</p> | <p><b>District Needs and Metrics 4:</b><br/>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> <li>• Family and Community Engagement</li> </ul> |
|---|---|

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 4.1**

Increase involvement with parents and community members.

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

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| <p><b>Principally Targeted Student Group</b></p> <ul style="list-style-type: none"> <li>• Foster Youth • Low Income</li> </ul> |
|--|

| Specific Actions to Meet Expected Outcome   | What is the Research Confirming this is an Effective Practice?   | How will you Measure the Effectiveness of the Actions/Services?                     |
|---|--|---|
| <p>Provide increased opportunities for parents and community members to become informed and involved in school activities and decision making. Sponsor parent education and information nights.</p> | <p>The Evidence Continues to Grow: Parent Involvement Improves Student Achievement. National Committee for Citizens in Education Special Report. Henderson, Anne T., Ed.</p> | <p>Student, staff and parent surveys<br/>CHKS data<br/>Open House parent survey</p> |

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| <p><b>What funding source will you use?</b></p> <p>Title 1 Parent Involvement:<br/>\$1,108</p> |
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**Actions/Services 4.1.2**

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| <p><b>Principally Targeted Student Group</b></p> <ul style="list-style-type: none"> <li>• Foster Youth • Low Income</li> </ul> |
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| Specific Actions to Meet Expected Outcome   | What is the Research Confirming this is an Effective Practice?  | How will you Measure the Effectiveness of the Actions/Services?  |
|---|---|--|
| <p>Provide timesheet and/or compensation beyond work hours to organize and create a parent newsletter to increase parent involvement and promote parent usage of social media such as Facebook, Twitter, and Instagram.</p> | <p>Research and Practice in Parent Involvement: Implications for Teacher Education<br/><b>Gordon E. Greenwood, and Catherine W. Hickman</b></p> | <p>Student and Parent likes and follows on Facebook, Twitter and Instagram.<br/>Open House Parent survey</p> |

**What funding source will you use?**

Title 1 Basic: \$500

**Site Goal 4.2**

Increase the number of students participating in CTE courses throughout the district and at Calvin High School.

**Metric:** Family and Community Engagement

**Actions/Services 4.2.1**

**Principally Targeted Student Group**

- Foster Youth • Low Income

| Specific Actions to Meet Expected Outcome   | What is the Research Confirming this is an Effective Practice?   | How will you Measure the Effectiveness of the Actions/Services?               |
|---|--|---|
| <p>Increase parent awareness of CTE program availability by conducting CTE exploration presentations before and after school. Ensure parent awareness of CTE program being developed at Calvin High School.</p> <p>Time Sheets- Teacher Pay= \$40.00/hour</p> | <p>A <a href="#">recent study from researchers at the Fordham Institute</a> has taken advantage of a robust dataset from Arkansas. In a sophisticated analysis of student high school transcripts, postsecondary enrollment and labor market data, researchers learned that:</p> <p>Students with greater exposure to CTE were more likely to graduate from high school, enroll in a two-year college, be employed and earn higher wages.</p> <p>CTE is not a path away from college: Students taking more CTE classes were just as likely to pursue a four-year degree as their peers.</p> <p>Students who focused their CTE coursework were more likely to graduate high school — by twenty-one percentage points compared to students who were otherwise similar. (Researchers saw positive impacts on other outcomes as well.)</p> <p>CTE provided the greatest boost to the students who need it most — boys and students from low-income families.</p> | <p>CTE course enrollment data</p> <p>Attendance at CTE info presentations</p> |

**What funding source will you use?**

Title 1 Basic : \$580

### C. Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

Local Control Accountability Plan (LCAP)  
Year 2017 - 2018**IV. Funding**

## Calvine High School - 515

| Fund Source<br>Mgmt.<br>Code/Description<br>Resc.<br>Code/Description  | FTE    | Carry<br>Over | Allocation  | Subtotal    | EGUSD Strategic Goals                   |                   |                 |                          | Balance |
|--|--------|---------------|-------------|-------------|---|-------------------|-----------------|--------------------------|---------|
|  |        |               |             |             | 1 -<br>Curriculum<br>and<br>Instruction | 2 -<br>Assessment | 3 -<br>Wellness | 4 - Family<br>Engagement |         |
| <b>2312</b> Education Fees<br><b>0000</b> Unrestricted   | 0      | \$0           | \$5,000     | \$5,000     | \$5,000                                 | \$0               | \$0             | \$0                      | \$0     |
| <b>2340</b> Secondary<br>Counselors<br><b>0000</b> Unrestricted  | 1      | \$0           | \$132,711   | \$132,711   | \$132,711                               | \$0               | \$0             | \$0                      | \$0     |
| <b>2410</b> Continuation<br>Education<br><b>0000</b> Unrestricted  | 0      | \$0           | \$12,972    | \$12,972    | \$12,972                                | \$0               | \$0             | \$0                      | \$0     |
| <b>2411</b> Continuation<br>Education - Allocated<br>FTE<br><b>0000</b> Unrestricted   | 15.75  | \$0           | \$1,630,653 | \$1,630,653 | \$1,630,653                             | \$0               | \$0             | \$0                      | \$0     |
| <b>2440</b> Visual &<br>Performing Arts<br>(VAPA)<br><b>0000</b> Unrestricted  | 0      | \$5,000       | \$0         | \$5,000     | \$5,000                                 | \$0               | \$0             | \$0                      | \$0     |
| <b>2470</b> Extended Day<br><b>0000</b> Unrestricted   | 0      | \$0           | \$1,922     | \$1,922     | \$1,922                                 | \$0               | \$0             | \$0                      | \$0     |
| <b>2480</b> Summer<br>School/Extended<br>Learning<br><b>0000</b> Unrestricted  | 0      | \$18,263      | \$0         | \$18,263    | \$18,263                                | \$0               | \$0             | \$0                      | \$0     |
| <b>5495</b> Allocated FTE<br>Leave<br><b>0000</b> Unrestricted   | 0.0001 | \$0           | \$10,556    | \$10,556    | \$10,556                                | \$0               | \$0             | \$0                      | \$0     |
| <b>5634</b> Custodial<br>Services<br><b>0000</b> Unrestricted  | 1      | \$0           | \$68,571    | \$68,571    | \$0                                     | \$0               | \$68,571        | \$0                      | \$0     |
| <b>7201</b> LCFF<br>Supple/Conc 7 - 12<br><b>0000</b> Unrestricted   | 0      | \$0           | \$2,542     | \$2,542     | \$2,542                                 | \$0               | \$0             | \$0                      | \$0     |
| <b>7250</b> EL<br>Supplemental<br>Program Services 7-<br>12<br><b>0000</b> Unrestricted  | 0      | \$0           | \$1,600     | \$1,600     | \$1,600                                 | \$0               | \$0             | \$0                      | \$0     |
| <b>7270</b> PBIS<br>Coordination<br><b>0000</b> Unrestricted   | 0.2    | \$0           | \$18,121    | \$18,121    | \$0                                     | \$0               | \$18,121        | \$0                      | \$0     |
| <b>7440</b> Positive<br>Behavior Incentive<br>Supports<br><b>0000</b> Unrestricted   | 0      | \$0           | \$1,000     | \$1,000     | \$0                                     | \$0               | \$1,000         | \$0                      | \$0     |
| <b>4900</b> Director of<br>Learning Support<br>Services<br><b>3010</b> NCLB: Title I,<br>Part A, Basic Grants<br>Low Income and<br>Neglected | 0      | \$0           | \$17,616    | \$17,616    | \$0                                     | \$9,390           | \$5,930         | \$2,296                  | \$0     |
| <b>5610</b> Food and<br>Nutrition Services<br>Center<br><b>5310</b> Child Nutrition:<br>School Programs                                      | 0.25   | \$0           | \$7,725     | \$7,725     | \$0                                     | \$0               | \$7,725         | \$0                      | \$0     |
| <b>4900</b> Director of<br>Learning Support<br>Services  | 0      | \$0           | \$45,000    | \$45,000    | \$27,054                                | \$6,500           | \$11,446        | \$0                      | \$0     |

|   |         |          |             |             |             |          |           |         |     |
|---|---------|----------|-------------|-------------|-------------|----------|-----------|---------|-----|
| <b>5858</b> Title I - Afterschool (rolls to 3010)   |         |          |             |             |             |          |           |         |     |
| <b>3410</b> Special Education Mild/Moderate<br><b>6500</b> Special Education  | 0.875   | \$0      | \$71,834    | \$71,834    | \$71,834    | \$0      | \$0       | \$0     | \$0 |
| <b>4020</b> Secondary Education<br><b>9305</b> Miscellaneous Site Donations (<\$1000)                                 | 0       | \$3      | \$0         | \$3         | \$3         | \$0      | \$0       | \$0     | \$0 |
| <b>4020</b> Secondary Education<br><b>9517</b> Elk Grove Rotary Foundation  | 0       | \$1,021  | \$0         | \$1,021     | \$1,021     | \$0      | \$0       | \$0     | \$0 |
| <b>4250</b> Director of Career and Technical Education and College Readiness<br><b>9523</b> Safeway Foundation        | 0       | \$562    | \$0         | \$562       | \$562       | \$0      | \$0       | \$0     | \$0 |
| <b>4250</b> Director of Career and Technical Education and College Readiness<br><b>9538</b> Jordan Fundamentals Grant | 0       | \$79     | \$0         | \$79        | \$79        | \$0      | \$0       | \$0     | \$0 |
| <b>4250</b> Director of Career and Technical Education and College Readiness<br><b>9566</b> EDS Technology Grant      | 0       | \$93     | \$0         | \$93        | \$93        | \$0      | \$0       | \$0     | \$0 |
| <b>Totals</b>   | 19.0751 | \$25,021 | \$2,027,823 | \$2,052,844 | \$1,921,865 | \$15,890 | \$112,793 | \$2,296 |     |

**Signatures:** (Must sign in blue ink) **Date**

Principal **Gregory Alburn** \_\_\_\_\_  
 School Site Council Chairperson **Stephanie Anderson** \_\_\_\_\_  
 EL Advisory Chairperson **Artemio Roman** \_\_\_\_\_

| Benefits Calculator |                    |
|---------------------|--------------------|
| Certificated        | Staff Amount \$    |
|                     | Benefits Amount \$ |
| Classified          | Total \$           |



