Calvine High School

Local Control Accountability Plan (LCAP)
2020 - 2021

Principal:

(Signature):

County-District-School (CDS) Code: 34673143430311

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.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

Calvine High School provided a series of engagements with stakeholder groups and presented them with on-going data points, which were used to identify critical areas of need.

MEETINGS
School Site Council: 10/03/2019, 12/11/2019, 02/2020
Staff Meetings: 09/04, 10/02, 11/06, 12/04, 01/08, 02/05, 03/04
Back to School Night: 08/29/2019
ELAC: 12/18/2019

LCAP Metrics and Dashboard Alternative School Status (DASS) data were reviewed with stakeholders in the development of this plan, including the following data metrics:

- LCAP Student, Parent, and Staff Survey
- Graduation Rate
- Attendance Data
- Discipline Data
- School Culture Data: PBIS, SNAP Referrals (PBIS Tier 2)
- Wellness Data: California Healthy Kids Survey and EGUSD SEL Survey
- Academic Data: CAASPP and iReady Assessment Results
- WASC Full Study Visit Recommendations

Calvine High School prepared the Mid-Cycle WASC report, which provided the opportunity for all stakeholders to contribute to the writing of the school plan. This included a review of our current instructional and student support program. The school reviewed the progress of the WASC Action Plan in alignment with current school initiatives.

Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?

These engagements were instrumental in identifying priorities for program implementation and funding. The data analysis provided stakeholders with clear areas of critical need, recommendations for funding based on high priorities for students' needs, and in response to the current academic and climate of the school. The following have been identified as priorities for the 2020-21 school year:

1. Calvine being identified as a Comprehensive Support and Improvement (CSI) due to the decreased graduation rate and increase in the red dashboard indicator, serves as a catalyst for school staff to identify obstacles impeding the graduation of Calvine students. Strategies aimed at increasing the graduation rate have been identified.
2. Synergy has not provided updated attendance reports for alternative education schools. Calvine staff acknowledge the correlation between

academic achievement and student attendance. Recent data indicates the need for an attendance support program to address the decrease in Calvine's ADA.
3. Provide professional development opportunities for certificated and classified personnel to support student achievement and personnel needs.
4. Increase parent and community involvement.
5. Increase college and career program, in order to provide all seniors with a post-secondary plan and resources.
6. Expand experiential learning experiences, including project-based instruction, field trips, and speakers.
7. Calvine High School continues to offer a strong PBIS (Tier 1 & Tier 2) program. Stakeholder data reveal that students feel connected to the school, and the staff remains supportive. It is a priority to continue. support programs that enhance Calvine student support and culture.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In 2019 Calvine High School was identified as a Comprehensive Support and Improvement (CSI) school because specific subgroups were identified with red and orange indicators. This demonstrated a need for additional targeted support to meet growth goals. As a result, of Calvine needs assessment, additional resources have been allocated to support an increase in attendance programs and practices.

In addition, Calvine High School remains the only high school in the Elk Grove Unified School District that does not have an ROP or CTE program. Students are allowed to attend programs at other campuses, however, due to a number of circumstances (transportation, school connection, schedule, and access), a very small number of Calvine benefit from CTE programs. Consequently, Calvine students do not have access to a highly resourced and influential program that provides relevant and rigorous academic instruction, training in a workforce pipeline, field trips and internships, connections to the local community, access to post-high school opportunities, and elective credits towards graduating. The absence of an ROP and CTE remains a major inequity in the instructional program for Calvine students.

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 readiness and eliminate the achievement gap.	**Students need high quality classroom instruction and curriculum as measured by:** • **A-G Completion** • **Access to Courses (Honors, AP/IB, CTE)** • **AP/IB Exams** • **CAASPP** • **Content Standards Implementation** • **CTE Sequence Completion** • **EAP** • **Other (Site-based/local assessment)** • **Progress toward English Proficiency** • **Redesignation** • **Teacher Assignment**

Site Goal 1.1

Increase the percentage of students attaining proficiency in Science, Math, and ELA CAASPP assessments by providing high quality, research-based instruction.

- Percentage of students meeting or exceeding standards in ELA increase from 12.54% to 20%
- Percentage of students meeting or exceeding standards in Math increase from 4.84% to 10%

Increase the percentage of students who complete the graduation requirements from 64.7% to 80%

Metric: CAASPP	

Actions/Services 1.1.1

Principally Targeted Student Group
• School-wide

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?
Staff participation in on-site and off-site professional development on research-based instructional strategies to support literacy, math, and science instruction (e.g. culturally responsive strategies, FHQI strategies, English Learner strategies, and critical thinking), to	Hattie Effect Size: Professional Development .62 "Investigating a Systematic Process to Develop Teacher Expertise: A Comparative Case Study" http://www.marzanocenter.com/files/Paul_Mielke_Dissertation.pdf	Classroom Observations to observe instructional strategies related to FHQI, high student engagement, a clear learning objective that is measured through formative assessment. In addition to growing academic reading, writing, and math skills, Calvine students should be

| include stipends, substitutes for release time, timesheet pay beyond work hours for teachers to collaborate, conference registrations, lodging, transportation, and meals.

Time Sheets- Teacher Pay= $40.00/hour
Release Days- Substitute Coverage= $200.00/day | | provided with opportunities to think critically.

　• CAASPP Scores, increase in students scoring proficient in ELA, math, and science.

Illuminate and Local Benchmark Assessments will determine student progress of learning the identified learning targets. Benchmark assessments will be designed by PLC teams. |

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$5000	Certificated Salaries	Edit	Delete

Actions/Services 1.1.2

Principally Targeted Student Group

• School-wide

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?
Continue and expand the implementation of PLCs to support increased student achievement. Provide on-going professional development and release time for teachers to meet with Instructional Coaches and participate in PLC activities. Purchase books and support materials for PLC professional development. Work with Instructional Coaches and teachers to use the time to provide PD to accomplish the following: • Implementation of High-Quality Instruction. • Identification of essential standards. • Unpack each of their essential standards and write learning targets. • Develop success criteria connected to the learning targets. • Use assessment results to intervene or extend as necessary. • Relate information to students.	WorkTM, Third Edition (A Practical Guide to Action for PLC Teams and Leadership) May 20. 2016 by Richard DuFour and Rebecca DuFour	• **PLC Common Assessments**, which will demonstrate student understanding of essential learning targets identified by PLC. • **PLC Observations**: PLC will use the DuFour cycle of inquiry to identify learning targets, create assessments, determine student needs based on assessment results, and collaborate on instructional practices. • **Classroom Observations** to observe instructional strategies related to FHQI, high student engagement, a clear learning objective that is measured through formative assessment. In addition to growing academic reading, writing, and math skills, Calvine students should be provided with opportunities to think critically.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1000	Certificated Salaries	Edit	Delete

Actions/Services 1.1.3

Principally Targeted Student Group

• School-wide

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 additional instructional opportunities during an extended day for students not meeting proficiency standards or needing credit recovery in ELA, Math, Social Science, Science and other graduation requirements.	It's About Time: Extended Learning and Academic Achievement; Kourny, Amanda S.- University of Pittsburgh Office of Child Development, 2013. The education value of field trips Green, J.P,	• **Graduation Rates**. Calvine will increase the graduation rate by providing increased opportunities for credit remediation and academic enrichment beyond the school day.

Actions to provide learning opportunities in needed subjects including, but not limited to Summer School, additional sections, lunch and after school support, field trips, and weekend instructional programs.	Kiseda, B., & Bowen, D.H. (2013) The educational value of field trips. Education Next, 16.	• **Illuminate and CAASP Scores**. Increased proficiency in ELA and Math, which will be demonstrated in CAASP scores.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$5000	Certificated Salaries	Edit	Delete

Actions/Services 1.1.4

Principally Targeted Student Group

• School-wide

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 Hardware, Software, online subscriptions to learning programs (Peardeck, EdPuzzle, etc.), which will provide online supplemental materials. Provide students with access to technology. • In addition to district supplied Chromebooks, provide funding to sustain 1x1 Chromebook access in all classrooms, including replacement Chromebooks for existing carts as needed. • Provide professional development for the implementation and use of technology in classrooms. • Provide professional development to support distance learning.	*Using Technology to Support At-Risk Students' Learning* (2004)- Linda Darling-Hammond, Molly B. Zielezinski, and Shelley Goldman.	• **CAASP Scores**. Increased proficiency in ELA and Math, which will be demonstrated in CAASP scores. • **Illuminate Scores.** An increase in students demonstrating proficiency in assessments created in Illuminate.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.5

Principally Targeted Student Group

• School-wide

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 supplemental instructional materials and supplies to support improved academic performance with the purchase of the following materials: • Lab materials to supports hands-on learning in science courses • Student planners and interactive notebooks • Independent reading books to support literacy. Including the purchase of technology (computers and scanners) and storage to make library books accessible to students.	Classrooms as Contexts for Motivating Learning (2006)- Perry, Turner, and Meyer	• **Increased CAASP scores** due to more students testing proficient in ELA, math, and science. • **Increase in student benchmark scores** in Illuminate exams..

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	$3000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.6

Principally Targeted Student Group

• School-wide

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?
Increase exposure to the organizations in the local community, host guest speakers and provide field trips to support instruction through enrichment and expand student experiences. No cost, due to virtual learning and access to speakers and tours online.	The educational value of field trips; Green, J.P., Kisida, B.& Bowen, D.H (2013). The educational value of field trips. Education Next, 16.	Student and Teacher Feedback through surveys, which will demonstrate if students' awareness of themes and connection to off-campus learning experience has increased as a result of the field trip and/or connection with the partner organization.

Funding Source	Amount	Description of Use		

Site Goal 1.2

Increase the percentage of EL and LTEL students that re-designate to English Fluent Proficient by 3% from 8% to 11% by providing high quality, researched-based EL instructional strategies.

Metric: Other (Site-based/local assessment)	

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, administer ELPAC and refine instructional strategies to meet the needs of EL students. Site will provide a timesheet for EL Coordination. Duties may include identification/placement of EL students, reclassification, RFEP monitoring, parent communication, and support for ELAC meetings. Teacher Pay= $40.00/hour Release Days- Substitute Coverage= $200.00/day The site will continue to engage stakeholder input and participation, by hosting ELAC meetings that are well advertised and offer refreshments.	Kate Kinsella: Secondary PLCs Addressing English Language Instruction For Long-Term ELs http://sccoe.org/depts/ell/ acountability/12thannual/ Starlight_Kinsella_120711.pdf Hattie Effect Size: Professional Development .62	• ELPAC scores will demonstrate an increase in English proficiency in our EL student population. • More EL students will be redesignated, which will reflect an increase in English proficiency. • CAASPP scores will increase, due to more students being proficient in ELA and math skills. • iReady Assessments will show an increase of students scoring at/above grade level in the ELA and math diagnostic assessments.

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	$1550	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$1500	Certificated Salaries	Edit	Delete

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, novels (up to 15), dictionaries for structured EL instruction.	Kate Kinsella: Secondary PLCs Addressing English Language Instruction For Long-Term ELs http://sccoe.org/depts/ell/acountability/12thannual/Starlight_Kinsella_120711.pdf Hattie Effect Size: Professional Development .62	• ELPAC scores will demonstrate an increase in English proficiency in our EL student population. • More EL students will be redesignated, which will reflect an increase in English proficiency. • CAASPP scores will increase, due to more students being proficient in ELA and math skills.

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	$1500	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	$466	Materials/Supplies/Equipment	Edit	Delete

Site Goal 1.3

Provide a Visual Arts program to meet graduation requirements, UC A- G, and provide students with an alternate mode of learning through the understanding and creation of visual art.

Metric: Other (Site-based/local assessment)	

Actions/Services 1.3.1

Principally Targeted Student Group

• All

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 VAPA materials and technology equipment in order to provide a robust visual- arts and ceramics program for students. Specific actions for the VAPA funds include purchasing consumable materials and supplies for VAPA students: $1000. Consumable art supplies: paper, brushes, sketchbooks, markers, and paint. $500, Ceramics supplies and clay.	Alessia Zanin-Yost and Erin Tapley Art Documentation: Journal of the Art Libraries Society of North America Vol. 27, No. 2 (Fall 2008), pp. 40-45 "Simply using art materials to create improves student's ability to learn in the classroom.	EGUSD Graduation requirements UC A-G

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	$2000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$2988	Materials/Supplies/Equipment	Edit	Delete

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

Site Goal 2.1

Utilize an assessment system that allows teachers to collect, disaggregate and share student achievement data for all grade levels and students in order to drive instructional choices, track growth in proficiency and plan next steps for student instruction.

Metric: Other (Site-based/local assessment)	

Actions/Services 2.1.1

Principally Targeted Student Group

- School-wide

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?
Illuminate. Provide training and for the implementation of Illuminate, which will identify and track student group scoring. Including staff release time to collaborate and design assessments. The district provides training, at no cost to school sites.	Hattie Effect Size: Feedback .73	- ELPAC scores will demonstrate an increase in English proficiency in our EL student population. - More EL students will be redesignated, which will reflect an increase in English proficiency. - CAASPP scores will increase, due to more students being proficient in ELA and math skills. - Illuminate Assessments will show an increase of students scoring at/above grade level in the ELA and math diagnostic assessments. - Students will demonstrate an understanding of learning targets measured through common assessments designed in PLC teams.

Funding Source	Amount	Description of Use		

Actions/Services 2.1.2

Principally Targeted Student Group

- School-wide

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, student supplies and technology equipment for staff to assist with the collection, analysis, disaggregation and sharing of school-wide assessment data. Purchase classroom materials to aide in instruction: whiteboards, notebooks, writing	Hattie Effect Size: Feedback .73	- ELPAC scores will demonstrate an increase in English proficiency in our EL student population. - More EL students will be redesignated, which will reflect an increase in English proficiency.

| utensils, folders, and other supplies. | | • CAASPP scores will increase, due to more students being proficient in ELA and math skills.
• Illuminate Assessments will show an increase of students scoring at/above grade level in benchmark assessments. |

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$8000	Materials/Supplies/Equipment	Edit	Delete

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

• School-wide

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 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.	Five "Key Strategies" for Effective Formative Assessment. William and Thompson 2007.	• Illuminate assessments will be used to measure student proficiency levels, in order to determine learning targets. • Professional development will support teachers with the implementation of formative assessments in classrooms to guide instruction. • PLC created common assessments (CHS Benchmark Assessmsnets) that will be used to measure student learning.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1000	Certificated Salaries	Edit	Delete

Actions/Services 2.2.2

Principally Targeted Student Group

• School-wide

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 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 to address critical areas of need. No funding source needed to support this action item, due to common planning time during distance learning.	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	• ELPAC scores will demonstrate an increase in English proficiency in our EL student population. • More EL students will be redesignated, which will reflect an increase in English proficiency. • CAASPP scores will increase, due to more students being proficient in ELA and math skills. • iReady Assessments will show an increase of students scoring at/above

collaboration as key to improving instruction and reaching all students. (Education Trust, 2005; Kersaint, 2007).		grade level in the ELA and math diagnostic assessments. • Students will demonstrate an understanding of learning targets measured through common assessments designed in PLC teams.	

Funding Source	Amount	Description of Use	

Actions/Services 2.2.3

Principally Targeted Student Group

• School-wide

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 implementation of PLCs by providing materials and resources including, but not limited to books, software, articles and printed materials teachers utilize to participate in PLC activities focused on instructional strategies to support critical areas of need.	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).	• PLC Observations, which will determine the understanding and effectiveness of PLCs in the use of the DuFour Cycle of Inquiry to identify learning targets, plan assessments, and collaborate on instructional practices. • More EL students will be redesignated, which will reflect an increase in English proficiency. • CAASPP scores will increase, due to more students being proficient in ELA and math skills. • Students will demonstrate an understanding of learning targets measured through common assessments designed in PLC teams.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1000	Materials/Supplies/Equipment	Edit	Delete

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:

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

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

• School-wide

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 virtual field trips to local colleges, vocational education opportunities, internship opportunities, and instruction related field trips for students. No cost for virtual field trips.	Hattie Effect Size: Teacher Student Relationships .72 Expectations .43 http://educationnext.org/the-educational-value-of-field-trips/ "The Educational Value of Field Trips"	College enrollment data College persistence data Dual enrollment data

Funding Source	Amount	Description of Use		

Site Goal 3.2

Provide a system of rewards for positive student behaviors, increase positive school culture, and provide a responsive intervention for students who require additional support through a highly structure PBIS Program (Tier 1 and Tier 2).

Metric: Cohort Graduation	

Actions/Services 3.2.1

Principally Targeted Student Group
• School-wide

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. 1. Provide weekly incentives to targeted students identified by PBIS campaigns on campus. Incentives include Calvine pencils, notepads and materials for in class use. 2. Provide printed materials for targeted students promoting positive behaviors on campus. 3. Provide staff development opportunities for teachers and administrators around the goals of PBIS and restorative practices to increase success for students. 4. Provide quarter and semester recognition events to acknowledge positive student behaviors.	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). Implementation of Tier 1 universal interventions is promisingly associated with increased academic outcomes (Horner et al., 2010).	California Healthy Kids Survey Discipline referral data and Suspension/Expulsion data, reviewed monthly to identify trends, and refer students to PBIS Tier II for interventions. Student and Parent surveys, i.e. school climate, Senior Survey, etc. Attendance reviewed at the end of every attendance reporting period, to identify trends, students who require interventions, and the effectiveness of current practices addressing student attendance.

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	$1000	Materials/Supplies/Equipment	Edit	Delete

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?

Release time, pay for substitute teachers, and after hours timesheet pay for PBIS Tier I and Tier II Site Team Meetings to discuss and design interventions for students struggling with academics and attendance. In addition, provide professional development through conference and workshop attendance to support the implementation of PBIS Tier I and Tier II.	At-risk and high-risk youth benefit the most from exposure to PBIS (Bradshaw, Waasdorp, & Leaf, 2015). Universal PBIS led to decreases in office discipline referrals and positive school climate (Horner et al., 2009)	California Healthy Kids Survey Discipline referral data and Suspension/Expulsion data, reviewed monthly to identify trends, and refer students to PBIS Tier II for interventions. Student and Parent surveys, i.e. school climate, Senior Survey, etc. Attendance reviewed at the end of every attendance reporting period, to identify trends, students who require interventions, and the effectiveness of current practices addressing student attendance.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$3000	Certificated Salaries	Edit	Delete

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Site Goal 3.3

Create a culture of collaboration and teamwork among staff, students and peers.

Metric: School Climate	

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. No funding needed, service provided during the contractual work day by Program Implementer.	Pathways to College for Former Foster Youth: Understanding Factors That Contribute to Educational Success Merdinger, Joan M; Hines, Alice M; Kathy Lemon Osterling; Wyatt, Paige. **Child Welfare; Arlington** Vol. 84, Iss. 6, (Nov/Dec 2005)	• CHKS • Climate Culture Survey • Foster Youth Grad Rate • Referral and suspension data, if applicable, of foster youth. • Number of referrals from school staff to PBIS Tier II team. • Attendance and grades of foster youth, to determine needs and interventions.

Funding Source	Amount	Description of Use		

Site Goal 3.4

Implement restorative and trauma-informed practices into the instructional and student support program.

Metric: School Climate	

Actions/Services 3.4.1

Principally Targeted Student Group

• Foster Youth • Low Income • School-wide

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	Gregory, A., Clawson, K., Davis, A., &	• Attendance Data, reviewed with the

| certificated and classified staff regarding restorative and trauma-informed practices. The professional development plan will include the following supports:

 • participation in on-site and off-site PD,
 • guest speakers and outside facilitators
 • purchase of books and resources
 • common planning time and release days
 • opportunities to train students on restorative practices | Gerewitz, J. (2016). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation*, *26*(4), 325-353. | submission of every attendance report to identify trends, students who need interventions, and the effectiveness of current practices that support student attendance.
 • Suspension data, to identify trends and students who need a higher level of support.
 • California Healthy Kids Survey
 • EGUSD SEL Survey |

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$2000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$500	Classified Salaries	Edit	Delete

Actions/Services 3.4.2

Principally Targeted Student Group

• Foster Youth • Low Income • School-wide

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?
Increase schoolwide trauma-informed interventions, by the strengthening the structure of PBIS Tier 2 with continued use of the MTSS referral form for services. Support the collaboration and alignment of support services on Calvine's campus to increase student support. District provides training, no cost to school site.	Phifer, L. W., & Hull, R. (2016). Helping students heal: Observations of trauma-informed practices in the schools. *School Mental Health*, *8*(1), 201-205.	• Tier 2 Intervention Data: Check and Connect • California Healthy Kids Survey • EGUSD SEL Survey • Attendance Data • Discipline Data

Funding Source	Amount	Description of Use		

Site Goal 3.5

Provide a school culture that provides organized activities, student leadership, clubs, and events to increase student connection and engagement.

Metric: School Climate	

Actions/Services 3.5.1

Principally Targeted Student Group

• All

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 a structured student leadership program that increases student engagement and connection to Calvine High School. • Provide compensation through timesheets for the planning and implementation of school activities. • Purchase materials, promotional posters, and items for student events.	Joselowsky, F. (2007). Youth engagement, high school reform, and improved learning outcomes: Building systemic approaches for youth engagement. *NASSP bulletin*, *91*(3), 257-276.	• Student responses to SEL surveys. • California Healthy Kids Survey • Suspension rates • Student attendance rates • Graduation rates and grades

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1500	Classified Salaries	Edit	Delete
Title I – Basic (4900/3010)	$2000	Certificated Salaries	Edit	Delete

Actions/Services 3.5.2

Principally Targeted Student Group

• All

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?
Participation in Intramural Sports and Clubs, whenever possible, create opportunities for students to participate in sports and clubs. No cost to school, due to virtual learning.	Viira, R., & Koka, A. (2012). Participation in afterschool sport: Relationship to perceived need support, need satisfaction, and motivation in physical education. *Kinesiology: International journal of fundamental and applied kinesiology*, 44(2), 199-208.	Attendance data, which shows an increase in student attendance. Graduation rates, which indicate an increase in school participation and academic success. California Healthy Kids Survey and SEL Survey results, which indicate connectedness with the school.

Funding Source	Amount	Description of Use		

District Strategic Goal 4:

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

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- **Attendance Rate**
- **Chronic Absentee Rate**
- **Family and Community Engagement**
- **Input in Decision Making**
- **Other (Site-based/local assessment)**
- **Partnerships for Student Outcome**
- **Relationships Between Staff and Families**

Site Goal 4.1

Increase involvement with parents and community members.

Metric: Family and Community Engagement

Actions/Services 4.1.1

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?
Provide opportunities for parents and community members to become informed and involved in school activities and decision-making. Increase the frequency of highly publicized parent and community meetings by providing refreshments, written materials, and online communication (postcards, flyers, letters,	The Evidence Continues to Grow: Parent Involvement Improves Student Achievement. National Committee for Citizens in Education Special Report. Henderson, Anne T., Ed.	Student, staff and parent surveys CHKS data Open House parent survey with the following goals: • solicits feedback regarding parent/guardian perception of Calvine's

website, and social media) to communicate opportunities for parent events and positive student updates.

Including signage to provide a welcoming environment for all community members.

			effectiveness.
			• Identify areas of needs, and possible solutions to strengthen the school-family partnership and better serve students.
			• Solicit stakeholder input for decisions regarding ELAC and LCAP.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$2000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 4.1.2

Principally Targeted Student Group
• All

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?
Increase parent awareness and participation with the creation of a parent newsletter. The newsletter will increase parent involvement and promote usage of Calvine social media accounts such as Facebook, Twitter, and Instagram. To increase communication to Calvine families and incoming students, appoint a staff member to update the school website, and manage social media accounts. Purchase annual software license for the creation of parent newsletters and other school publications.	Research and Practice in Parent Involvement: Implications for Teacher Education **Gordon E. Greenwood**, and **Catherine W. Hickman**	Student and Parent likes and follows on Facebook, Twitter and Instagram. Increased correspondence and communication with parents and guardians. Open House parent survey with the following goals: • solicits feedback regarding parent/guardian perception of Calvine's effectiveness. • Identify areas of needs, and possible solutions to strengthen the school-family partnership and better serve students. • Solicit stakeholder input for decisions regarding ELAC and LCAP.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1000	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	$2500	Certificated Salaries	Edit	Delete

Actions/Services 4.1.3

Principally Targeted Student Group
• School-wide

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?
Events and activities may include, but not limited to: <u>Events</u> • Awards and Recognition • Back to School Night • Cash for College and other FAFSA Events • College and Career Day	"Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement", Chris Ferguson and Victor Rodriguez https://files.eric.ed.gov/fulltext/ED486338.pdf	• Parent participation and engagement numbers during events. • Parent and Student LCAP Survey Results. • Attendance at Calvine events • Efficacy of Workshops, as determined by exit survey.

- ELAC
- Navigating ParentVUE
- Open House
- Outside community and guest
  speakers

Materials

- Refreshments
- Postage
- Postcards, newsletters, paper invites
- Flyers
- Timesheets for clerical and certificated
  staffing
- Funding for outside speakers

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$2000	Materials/Supplies/Equipment	Edit	Delete

Site Goal 4.2

Support academic achievement by providing an attendance support system to address student truancy.

Metric: Attendance Rate	

Actions/Services 4.2.1

Principally Targeted Student Group
• Foster Youth • Low Income • School-wide

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?
Implement an attendance response program to support student attendance. The attendance program will include referrals for services. Attendance support will include virtual and in-person home visits.	Ginsburg, A., Jordan, P., & Chang, H. (2014). Absences Add Up: How School Attendance Influences Student Success. *Attendance Works*.	• Attendance data • Chronic absenteeism • Students, staff, and parent surveys • CHKS data • RT pass usage

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$1000	Classified Salaries	Edit	Delete

Actions/Services 4.2.2

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?
Partner with Regional Transit to increase student access to public transportation. Options may include the purchase of single-ride, daily, and monthly passes based on need and attendance.	Bradley, R. R. (2015). A comprehensive approach to improving student attendance. Chicago	• Attendance data • Chronic absenteeism • Students, staff, and parent surveys • CHKS data • RT pass usage

No cost due to virtual learning.

Funding Source	Amount	Description of Use		

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 2020 - 2021

IV. Funding

Calvine High School - 515

Fund Source *Mgmt. Code/Description* *Resc. Code/Description*	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2312 Education Fees **0000** Unrestricted	0	$0	$5,000	$5,000	$5,000	$0	$0	$0	$0
2410 Continuation Education **0000** Unrestricted	0	$0	$13,461	$13,461	$13,461	$0	$0	$0	$0
2470 Extended Day **0000** Unrestricted	0	$0	$1,922	$1,922	$1,922	$0	$0	$0	$0
7201 LCFF Supple/Conc 7 - 12 **0000** Unrestricted	0	$0	$2,988	$2,988	$2,988	$0	$0	$0	$0
7250 EL Supplemental Program Services 7-12 **0000** Unrestricted	0	$0	$3,050	$3,050	$3,050	$0	$0	$0	$0
4900 Director of Learning Support Services **3010** NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	$0	$51,466	$51,466	$22,966	$10,000	$9,000	$9,500	$0
7440 Positive Behavior Incentive Supports **7510** Low Performing Student Block	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	$0	$78,887	$78,887	$49,387	$10,000	$10,000	$9,500	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	$51,466
Subtotal of state or local funds included for this school	$27,421

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

Benefits Calculator for Timesheets	
● Certificated	Staff Amount $
	Benefits Amount $
○ Classified	Total $

Principal   **Tobi Page**

School Site Council Chairperson   **Caitlyn (Charlie) McDonald**

EL Advisory Chairperson   **Stephanie Anderson**