Calvine High School

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Tobi Page

County-District-School (CDS) Code: 34673143430311

Elk Grove Unified School District
Elk Grove, California

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

Goal Setting (Icapid: 575)

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

1. 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 opportunities for stakeholders to review data and provide feedback regarding LCAP goals.

School Site Council: October 5, 2022; February 16, 2023; May 3, 2023, May 11, 2023, and May 22, 2023
Staff Meetings: March 6, 2023, and April 3, 2023

ELAC: September 13, 2022; December 13, 2022; May 9, 2023

LCAP Metrics, survey data, and CAASP data were reviewed with stakeholders in the development of this plan, including the following information:

- LCAP Student, Parent, and Staff Survey
- Graduation Rates
- Attendance Data
- School Culture Data: PBIS, TFI, SNAP, and Tier 2 Referrals

2. Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

Stakeholder was instrumental in the writing, editing, and implementation of the LCAP. The examination of data identified the areas of critical need and recommendations for funding. The staff utilized the WASC process to identify strengths and areas of growth.

As a result of stakeholder input and data, the following adjustments were added to LCAP.

Goal 1

- Per WASC strategic goal, Calvine staff will continue PLCs with the intention of designing and implementing common assessments.
- To support pathways, PLCs will be organized in cross-curricular groups.
- Calvine staff will receive professional development on the implementation of EL strategies to support EL students in all classrooms.

Goal 2

- The staff will pursue a diagnostic exam to determine the academic gaps and needs of students.
- The staff will implement a tiered system of assessments.
- English and math will administer and use interim assessment data to inform the instructional program.

Goal 3

- To continue the implementation of a college/career program, the staff will review the advisory structure.

Goal 4

- Per WASC goal, the school will implement a responsive tiered system to monitor and support student attendance.

Resource Inequities

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

N/A

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   (SiteGoalID: 6723) (DTS: 02/10/23)

The Calvine High School Staff will increase the high school graduation rate from 83.5% to 85%.

Metric: CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence

Actions/Services 1.1.1   (SiteGoalID: 6723) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
Staff participation in on-site and off-site professional development on research-based instructional strategies in the following areas: Literacy, math, and science	• Graduation numbers and rate • Grade distribution (Reduce the number of D/Fs) • Quarterly report of credit accumulation • CAASP	

instruction (e.g. culturally responsive strategies, Equitable Grading Practices, FHQI strategies, English Learner strategies, and critical thinking).

Budget expenditures: Stipends, substitutes for release time, timesheet pay beyond work hours for teachers to collaborate, conference registrations, lodging, transportation, and meals.

- District and site assessment results
- Admin Team observation data (FONT)
- Pre/post survey data

Actions/Services 1.1.2   (SiteGoalID: 6723) (DTS: 02/10/23)

Targeted Student Group(s)

• School-wide

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?
Professional Learning Communities (PLC): Continue and expand the implementation of PLCs, common assessments, and staff professional learning to increase student achievement by implementing the following practices: - Provide ongoing professional learning and release time for teachers to meet with Instructional Coaches, create common assessments, and participate in professional learning activities. - Purchase books and learning materials to support	**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	

PLC professional development. Work with Instructional Implementation of High-Quality Instruction.

No funding is needed for this action item, staff will collaborate during early release professional learning days.

assessment. In addition to growing academic reading, writing, and math skills, Calvine students should be provided with opportunities to think critically.

In addition, the following data will inform the effectiveness of PLCs:

- Graduation numbers and rate
- Grade distribution (Reduce the number of D/Fs)
- Quarterly report of credit accumulation
- CAASP
- District and site assessment results
- Admin Team observation data (FONT)
- Pre/post survey data

Actions/Services 1.1.3   (SiteGoalID: 6723) (DTS: 02/10/23)

Targeted Student Group(s)

• School-wide

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Extended Day for credit remediation: Provide additional instructional opportunities during an extended day for students not meeting proficiency standards or credit recovery in ELA, Math, Social Science, Science, and other graduation requirements. Actions to provide learning opportunities in needed subjects including, but not limited to Summer School, additional	• Graduation numbers and rate • Grade distribution (Reduce the number of D/Fs) • Quarterly report of credit accumulation • CAASP • District and site assessment results • Admin Team observation data (FONT) • Pre/post survey data	

sections, Edgenuity, lunch and after-school support, field trips, and weekend instructional programs.

Actions/Services 1.1.4   (SiteGoalID: 6723) (DTS: 02/10/23)

Targeted Student Group(s)

• School-wide

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Supplemental Instructional Materials and Software Programs: • Purchase hardware, software, and online subscriptions to learning programs (Newsela, Peardeck, EdPuzzle, etc.), which will provide online supplemental materials. • Stemscopes and lab materials to support hands-on learning in science courses. • Student planners and interactive notebooks • Independent reading books to support literacy. Including the purchase of technology (computers and headphones). • Materials to support Calvine classrooms.	• The number of teachers using the program. • Quantify material usage • Graduation numbers and rate • Grade distribution (Reduce the number of D/Fs) • Quarterly report of credit accumulation • CAASP • District and site assessment results • Admin Team observation data (FONT) • Pre/post survey data	

Actions/Services 1.1.5   (SiteGoalID: 6723) (DTS: 02/10/23)

Targeted Student Group(s)

• School-wide

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
Field trips and Guest Speakers: Increase student learning and engagement with exposure to the organizations in the local community, guest speakers, and field trips. Provide in-person and virtual learning experiences.	• Surveys • Assessment results related to the field trip standards.	

Site Goal 1.2   (SiteGoalID: 6727) (DTS: 02/10/23)

Increase the percentage of EL and LTEL students that re-designate to English Fluent Proficient from 0% to 10% by providing high-quality, researched-based EL instructional strategies.

Increase EL (English Learner) students who progress towards English proficiency from 66% to 70%.

Metric: Reclassified - Percent of English Learners
Reclassified

Actions/Services 1.2.1   (SiteGoalID: 6727) (DTS: 02/10/23)

Targeted Student Group(s)

• EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?

Provide off-site and on-site 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. Including administering both the initial and the summative ELPAC. Teacher Pay= $41.60 hour Release Days- Substitute Coverage= $250.00/day The site will continue to engage stakeholder input and participation, by hosting ELAC meetings that are well-advertised and offer refreshments.	• 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. • ELAC meetings will have an increase in student and parent participation. The effectiveness of meetings will be determined by LCAP and stakeholder feedback surveys. • Graduation rates	

Actions/Services 1.2.2   (SiteGoalID: 6727) (DTS: 02/10/23)

Targeted Student Group(s)

• EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?

EL Supplemental Materials: Purchase classroom books, novels (up to 15), and dictionaries for structured EL instruction.	• 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.	

Site Goal 1.3   (SiteGoalID: 6734) (DTS: 02/10/23)

Increase CAASP scores to prepare students for post-secondary college and career opportunities:

- ELA: Increase the percentage of students who met or exceeded performance goals in ELA from 5% to 10%.
- Math: Increase the percentage of students who met or exceeded performance goals in ELA from 5% to 10%.
- Science: Increase the percentage of students who met or exceeded performance goals in science from 5% to 10%.

The goal will support the increase of skill levels in all academic subjects.

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Actions/Services 1.3.1   (SiteGoalID: 6734) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
Staff participation in on-site and off-site professional development on research-based	• Graduation numbers and rate • Grade distribution (Reduce the number of D/Fs)	

instructional strategies in the following areas: Literacy, math, and science instruction (e.g. culturally responsive strategies, Equitable Grading Practices, FHQI strategies, English Learner strategies, and critical thinking). <u>Budget expenditures</u>: Stipends, substitutes for release time, timesheet pay beyond work hours for teachers to collaborate, conference registrations, lodging, transportation, and meals.	• Quarterly report of credit accumulation • CAASP • District and site assessment results • Admin Team observation data (FONT) • Pre/post survey data	

Actions/Services 1.3.2   (SiteGoalID: 6734) (DTS: 05/17/23)

Targeted Student Group(s)

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Professional Learning Communities (PLC): Continue and expand the implementation of PLCs, common assessments, and staff professional learning to increase student achievement by implementing the following practices: • Provide ongoing professional learning and release time for teachers to meet with Instructional Coaches, create common assessments, and participate in professional learning activities. • Purchase books and learning materials to support	• **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	

PLC professional development. Work with Instructional Implementation of High-Quality Instruction.

No funding is needed for this action item, staff will collaborate during early release professional learning days.

assessment. In addition to growing academic reading, writing, and math skills, Calvine students should be provided with opportunities to think critically.

In addition, the following data will inform the effectiveness of PLCs:

- Graduation numbers and rate
- Grade distribution (Reduce the number of D/Fs)
- Quarterly report of credit accumulation
- CAASP
- District and site assessment results
- Admin Team observation data (FONT)
- Pre/post survey data

Site Goal 1.4   (SiteGoalID: 6735) (DTS: 02/10/23)

Continue with the implementation and support of CTE Pathways: Mechanical Systems Installation Designs and Information and Information Technology Support Specialist. Pathways provide vocational training that will lead to post-secondary employment, community college pathways, and exposure to worksite internships.

Increase the percentage of CTE completers from 1% to 10%.

Metric: CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence

Actions/Services 1.4.1   (SiteGoalID: 6735) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?

CTE Pathways (Mechanical Systems and Information Technology):	
• Calvine staff will work with the EGUSD College and Career Office to continue the implementation of CTE pathways and student recruitment. • Students and parents will receive program information during enrollment, printed material during student schedules, and information will be posted on the school website. • Calvine and EGUSD will benefit from site visits to industrial workplaces, which will lead to gaining professional soft skills and hands-on work experience. • Staff professional learning to expand pathway-themed curriculum in core classes to increase SLC structure. • CTE-related equipment, materials, and funding for field trips to visit worksites and related places of interest.	• Graduation rates due to the increase in connection and engagement to school. • College and Career Dashboard rates, due to increase in pathway completion rates. • Student attendance, academic achievement (grades and completion of courses) due to increased relevance of school and connection. • Calvine and EGUSD students will have an increased connection to school through relevant academic instruction, increased engagement and connection through an academy SLC (Small Learning Community) model, which will be measured by CHKS Survey, Emotional-Survey, and LCAP Survey.	

Funding Sources for District Goal 1	Amount	Description of Use
CTE (7235/0000)	$2000	Contracts/Services/Subscriptions
CTE (7235/0000)	$6500	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	$250	Certificated- Salaries
EL Supplemental (7250/0000)	$1684	Materials/Supplies/Equipment
Student Fees (2312/0000)	$5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	$45000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$10099	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	$11000	Materials/Supplies/Equipment

Visual & Performing Arts (VAPA) (7450/0000)	$1500	Materials/Supplies/Equipment

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   (SiteGoalID: 6843) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1   (SiteGoalID: 6843) (DTS: 03/31/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?
- As the site creates and implements a tiered system of assessments, district interim exams will be added to the site assessment timeline. - Illuminate training to assist teachers with administering the exams. - Instructional staff will review interim exam results to determine student skill levels	- Number of students who complete the district interim exams. - Assessment results and proficiency levels.	

and data-based decisions regarding the instructional program.

Actions/Services 2.1.2   (SiteGoalID: 6843) (DTS: 05/17/23)

Targeted Student Group(s)

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
• Utilizing a Professional Learning Communities (PLC) structure, Calvine teachers will develop a tiered system of assessments (diagnostic, formative, interim, summative) that allows teachers to collect, disaggregate, and share student achievement data. Data will be used to monitor and drive the instructional program. • Create a PLC assessment calendar with the guidance of instructional coaches.	• Site calendar, with participation rates of interim and common assessments. • Assessment results from the variety of assessments.	

Funding Sources for District Goal 2	Amount	Description of Use
Supplemental/Concentration (7201/0000)	$10000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$10900	Materials/Supplies/Equipment

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   (SiteGoalID: 6729) (DTS: 02/10/23)

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

- Increase student connectedness/sense of belonging from 64% to 80%
- Overall student climate score from 79% to 89%

Metric: Cohort Graduation Rate

Actions/Services 3.1.1   (SiteGoalID: 6729) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
PBIS (Tier 1/2) Program: Support initiatives to implement a system of behavior management techniques to decrease conflict and support PBIS, Equity,	• California Healthy Kids Survey • Discipline referral data and Suspension/Expulsion data, reviewed monthly to identify	

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. $500 for incentive materials.

2.   Provide printed materials for targeted students promoting positive behaviors on campus. $500 to update signage and Pawsitive Moments postcards.

3. Provide staff development opportunities for teachers and administrators around the goals of PBIS and restorative practices to increase success for students. No cost, coaching provided by PBIS Coach.

4. Provide quarter and semester recognition events to acknowledge positive student behaviors. No cost for on-campus events.

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.

Actions/Services 3.1.2   (SiteGoalID: 6729) (DTS: 05/17/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?
Create a structured student engagement programs (Leadership, Peer to Peer, Student Equity Council) that increases student engagement and connection to Calvine High School.	- Student responses to SEL surveys. - California Healthy Kids Survey - Suspension rates - Student attendance rates - Graduation rates and grades	

- Leadership elective course will be added to the master schedule to provide elective credit and opportunities to increase student participation during the school day.
- Calvine High School will form an SEC (Student Equity Council). Students will partner with the district EGUSD SEC for learning opportunities and expanded opportunities for students' voice and input.
- Purchase materials, supplies, promotional posters, and items for student events.
- Provide funding to attend professional development events related to student leadership, in an effort to leverage Calvine student leadership programs and clubs.
- Purchase school promotional materials, including banners, signs, school supplies, and other items to increase student engagement, community building, and support a positive learning atmosphere.
- Purchase school ID printer and camera, to provide students with cards that can be used for admission into school activities.

Actions/Services 3.1.3   (SiteGoalID: 6729) (DTS: 05/17/23)

Targeted Student Group(s)

• American Indian or Alaska Native • Asian • Black or African American • Filipino • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.	- What progress data will be collected and who will collect it? - How often and when will it be collected?	- What is working? - What is not working and why? - What modifications do you need to make?

Calvine partnerships to support a culturally responsive environment: IYT, MTREC, and Service Learning - Calvine High School will continue our partnership with IYT (Improve Your Tomorrow), which is a well-established mentoring program for males of color in Sacramento secondary schools. Male students will benefit from mentoring, college and career field trips, and access to a local network of resources and opportunities. - Calvine will foster and seek and expansion of community partnerships, to increase student exposure to community programs and encourage service-learning opportunities. - Calvine High School will continue its partnership in MTREC (Monterey Trail Regional Equity Council), focused on equitable outcomes for African American youth.	- Graduation rates - Attendance rates - Increase in student engagement and connection to the school as evidenced by LCAP, CHKS, and EGUSD Social-Emotional Survey.	

Site Goal 3.2   (SiteGoalID: 6731) (DTS: 02/10/23)

Calvine High School Staff will implement restorative and trauma-informed practices into the instructional and SEL program.

- Calvine HS will provide a supportive and culturally responsive environment to reduce suspension rates for the following groups:
- African American from 9.6% to 8%
- Hispanic from 8.3% to 7%
- Students With Disabilities (SWD) from 9.5% to 8%

Metric: Suspension Rate: Percent of Students

Suspended

Actions/Services 3.2.1   (SiteGoalID: 6731) (DTS: 02/10/23)

Targeted Student Group(s)

• Foster Youth • Low Income • School-wide

What Specific Actions/Services will you Provide to this Student Group? - Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? - What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why? - What modifications do you need to make?
Provide professional development for 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 No cost due to professional development days added to the calendar.	- Attendance Data, reviewed with the 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	

Actions/Services 3.2.2   (SiteGoalID: 6731) (DTS: 02/10/23)

Targeted Student Group(s)

• Foster Youth • Low Income • School-wide

What Specific Actions/Services will you Provide to this Student Group? Actions and Services are a "micro strategic plan" within the Site LCAP	How will you Progress Monitor the Implementation of Actions/Services? What progress data will be collected and who will collect it?	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why? - What modifications do you need to make?

- Increase schoolwide trauma-informed interventions, by 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.	- Tier 2 Intervention Data: Check and Connect - California Healthy Kids Survey - EGUSD SEL Survey - Attendance Data - Discipline Data	

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	$13202	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	$10000	Certificated- Salaries
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment
Visual & Performing Arts (VAPA) (7450/0000)	$1500	Materials/Supplies/Equipment

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   (SiteGoalID: 6726) (DTS: 02/10/23)

Increase involvement with parents/guardians, Calvine families, and community members.

- Improve and maintain the current parent/guardian climate from 94% to 100% of survey takers.

Metric: Parents indicating a respectful and welcoming school environment

Actions/Services 4.1.1   (SiteGoalID: 6726) (DTS: 02/10/23)

Targeted Student Group(s)

• Foster Youth • Low Income

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Provide parents and community members opportunities to become informed and involved in school activities and decision-making. Host parent and community meetings, advertised with written materials and online communication (postcards, flyers, letters, 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.	Student, staff and parent surveys CHKS data- Administered according to district timeline, data will be shared with Support Providers and staff. 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.	

Actions/Services 4.1.2   (SiteGoalID: 6726) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
Communication with Calvine Families: • Increase parent awareness and participation of school events and school important updates with the distribution of a parent newsletter. The newsletter will increase parent involvement and promote usage of Calvine social media accounts such as Facebook, Twitter, and Instagram. • Continue and 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.	Student and Parent likes and follows on Facebook, Twitter and Instagram will be reviewed by the site Leadership Team every quarter. 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.	

Actions/Services 4.1.3   (SiteGoalID: 6726) (DTS: 02/10/23)

Targeted Student Group(s)

• School-wide

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP	• What progress data will be collected and who will collect it?	• What is working? • What is not working and why? • What modifications do you need to make?

• to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• How often and when will it be collected? • Who will it be shared with and when?	
Events and activities may include, but not limited to: Events • Awards and Recognition • Back to School Night • Cash for College and other FAFSA Events • College and Career Day • ELAC • Navigating ParentVUE • Open House • Outside community and guest speakers Materials • Postage • Postcards, newsletters, paper invites • Flyers • Timesheets for clerical and certificated staffing • Funding for outside speakers	• 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.	

Site Goal 4.2   (SiteGoalID: 6732) (DTS: 02/10/23)

Support academic achievement by implementing an attendance support system by resolving issues that affect student attendance.

- Increase overall student attendance rates from 74% to 80%.
- Reduce chronic truancy rates from 76.5% to 60% with a tiered intervention system of response.

Metric: Attendance Rate

Actions/Services 4.2.1   (SiteGoalID: 6732) (DTS: 02/10/23)

Targeted Student Group(s)

• Foster Youth • Low Income • School-wide

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?
Tiered Attendance Intervention and Support Plan: - Calvine will implement a tiered attendance response program to support student attendance. The attendance program will include referrals for services to address the root causes of student absences. - Attendance support will include virtual and in-person porch visits. - School will implement a portable office system to monitor morning tardies. System will provide passes and collect data for late students. - Calvine will continue to work with School Improvement and Support to develop online and Synergy tools to monitor student attendance. - Purchase a camera and printer for school IDs, to help students access transportation, which will improve student attendance.	- Attendance data - Chronic absenteeism - Students, staff, and parent surveys - CHKS data - RT pass usage	

Actions/Services 4.2.2   (SiteGoalID: 6732) (DTS: 05/17/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP	- What progress data will be collected and who will collect it?	- What is working? - What is not working and why? - What modifications do you need to make?

to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• How often and when will it be collected? • Who will it be shared with and when?	
Calvine High School will train staff, students, and parents/guardians on Synergy to maintain communication and access to student attendance and grades. Support the use of Synergy to communicate student academic progress and attendance: • Calvine students and parents will receive training and StudentVUE and ParentVUE account during student orientation and Advisory. • Calvine Community will receive important updates and announcements through Synergy. • Teachers will receive training and support to enhance parent communication and engagement in their students academics. • Calvine instructor (s) will receive a stipend to provide training and support to instructional staff on various tools to increase the academic achievement of students.	• Attendance rates • District surveys • Graduation rates	

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7201/0000)	$5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	$1000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
CTE (7235/0000)	Contracts/Services/Subscriptions	$2000				$2000
CTE (7235/0000)	Materials/Supplies/Equipment	$6500				$6500
EL Supplemental (7250/0000)	Certificated- Salaries	$250				$250
EL Supplemental (7250/0000)	Materials/Supplies/Equipment	$1684				$1684
PBIS (7440/0000)	Materials/Supplies/Equipment			$1000		$1000
Student Fees (2312/0000)	Contracts/Services/Subscriptions	$5000				$5000
Supplemental/Concentration (7201/0000)	Contracts/Services/Subscriptions			$13202	$5000	$18202
Supplemental/Concentration (7201/0000)	Materials/Supplies/Equipment	$45000	$10000		$1000	$56000
Title I – Basic (4900/3010)	Certificated- Salaries			$10000		$10000
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	$10099				$10099
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	$11000	$10900	$5000	$5000	$31900
Visual & Performing Arts (VAPA)(7450/0000)	Materials/Supplies/Equipment	$1500		$1500		$3000

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.

> Calvine High School serves a significant number of lower-income students (66%). In addition, given the purpose of Calvine High School as an alternative education campus that provides a second chance to re-engage struggling learners in academics and wellness, additional resources are needed to respond to greater needs.

V. Funding

Calvine High School (515) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
2312 Education Fees **0000** Unrestricted	0.0000	$0	$5,000	$5,000	$5,000	$0	$0	$0	$0
2410 Continuation Education **0000** Unrestricted	0.0000	$0	$21,132	$21,132	$21,132	$0	$0	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	0.0000	$0	$74,202	$74,202	$45,000	$10,000	$13,202	$6,000	$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment **0000** Unrestricted	0.0000	$0	$8,500	$8,500	$8,500	$0	$0	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	0.0000	$0	$1,934	$1,934	$1,934	$0	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
7450 Visual & Performing Arts (VAPA) **0000** Unrestricted	0.0000	$0	$3,000	$3,000	$1,500	$0	$1,500	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	$0	$51,999	$51,999	$21,099	$10,900	$15,000	$5,000	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$166,767	$166,767	$104,165	$20,900	$30,702	$11,000	

Fund Subtotals

Subtotal of additional federal funds included for this school	$51,999	
Subtotal of state or local funds included for this school	$114,768	

		Signatures: (Must sign in blue ink)	Date
Principal	Tobi Page		
School Site Council Chairperson	Corrie Soderlund		
EL Advisory Chairperson	Stephanie Anderson		