



Calvine High School

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Kelly Park

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

IV. Goals, Action Plans and Progress Monitoring

Calvine High School | Focused Work: 2026-2027

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 Curriculum, Instruction & Assessment

- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness

- All students will learn in an equitable, 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 engage 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?

The Calvine staff, students and community worked together to review and analyze 2025-2026 LCAP plan and its impact on student learning as it relates to the Eight State Priorities and EGUSD's Strategic Goals with regular meetings held throughout the year to discuss actions and services that would appropriately support students and teaching. Staff members were provided with a survey to seek input for goal setting for the 2026-2027 school year. Our PBIS Tier I and II Teams met regularly to track student data and completed the PBIS Fidelity Inventory to assess our progress towards our goals.

During student/parent/community input meetings, site data was shared, and members' feedback was solicited. Our School Site Council and ELAC groups reviewed data related to EGUSD's Strategic Goals and our progress toward these goals. Both groups provided input and suggestions based on student data that provided valuable input for creating this year's LCAP.

The following were opportunities for stakeholders to be a part of the evaluation process for this LCAP/Annual Review and Analysis:

- School Site Council: December 10, 2025; January 27, 2026; March 24, 2026; April 17, 2025; May 12, 2026; average attendees included 1 parent, 1 student, 4 staff
- English Learner Advisory Committee: September 4, 2025; December 10, 2025; May 14, 2026; average attendees included 3 parents, 5 students, 2 staff

- Calvine Staff Meetings: August 11, 2025; April 27, 2026; average attendees included 11 teachers, 4 non-teacher staff. In addition, certificated staff meet every Monday afternoon for early release day.
- Title I Parent Night: September 4, 2025
- Back To School Night: September 4, 2025; attendees included 10 parents, 15 students, 15 staff
- Open House: May 13, 2026; attendees included parents, students, 15 staff

Additional input sought through ongoing stakeholder and parent communication including family nights and other school functions/events.

Additional data was reviewed with educational partners throughout the year. This data included:

- Graduation Rate data
- Test score data (CAASPP and Illuminate data)
- Attendance data
- Discipline data
- MTSS referral data
- Progress towards English proficiency rates
- Family Engagement data from family nights
- California Healthy Kids Survey Data
- PBIS data
- WASC self study data

2. Impact of LCAP and Annual Update

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

The conversations with staff, students, families, and educational partners guide the setting of goals and spending priorities for the following year. Funding Suggestions included:

- A focus on increasing student attendance and engagement.
- Student and Family Engagement Activities including family events and field trips and collaboration with educational partners/mentors.
- Professional development (including conference attendance) for all staff to support student learning, specifically for alternative education students, targeted subgroups, and on engagement and reteaching strategies.
- Expand hands-on, real world learning opportunities through project-based learning activities, field trips, and guest speakers.
- Expanding College/Career support for students including field trips to job trainings, jobs sites, and job fairs.
- Culturally relevant guest speakers, assemblies, field trips to increase engagement and attendance.
- Reignite sports programs and add additional art opportunities.
- Continue to update campus to create a welcoming and engaging school climate.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard

- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

Site Goal 1.1

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

Action 1.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Teachers will administer the math and ELA assessments twice a year using the district testing windows. Teachers will receive Illuminate training for administering the exams, and instructional staff will review results to assess student progress. Results will inform the instructional program. Timesheets to assist teachers to develop data based instruction to improve student outcomes. Provide incentives to encourage students to be here to take the tests and to encourage best efforts. Mentors to work with targeted student groups to inform of the power of doing well on tests/being at school based on gpa/attendance (budgeted in 1.3.1).	Quarterly meetings with academic instructional coaches. Designated PD time with staff to review Illuminate and other academic data. Monthly meetings with ML team with a focus on attendance and test review based on individual student data. Individual notes regarding counselor/staff/mentor reengagement meetings. Administrative FONT observation data.	Meeting minutes and agenda from staff meetings/trainings/professional development opportunities showed that staff reflection _____. <u>End of Semester One:</u> ____% of our students have taken all of the ELA Illuminate Assessments. ____ of our students have taken all of the Math Illuminate Assessments. <u>Summative:</u> ____% of our student have taken the Summative ELPAC Assessments. Mentors met with ____ students to encourage test performance.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Certificated Timesheets

\$ 1000 Title

Site Goal 1.2

Increase the percentage of Multilingual Learners (ML) making adequate progress towards English language proficiency from 59.3% to 70% as determined by the EL Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

Increase the percentage of Long Term ELs making adequate progress towards English language proficiency from 72.7% to 85%.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.2.1

Targeted Student Group(s)

- EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Increase Multilingual Learner support via professional development for staff in ML instructional strategies and supports for English language acquisition. Provide professional development, workshops, or conferences to explore research-based best practices and instructional strategies specific to language acquisition and attendance/engagement for ML students (WIDA, CABE, etc.) Release time/timesheets for planning with colleagues and EL Instructional Coach. Timesheets for ELPAC testing and additional translation. Timesheet staff to provide mentoring and outreach to students not reaching standards and multilingual ML students (specifically	Attendance data and minutes from ELAC meetings Data from EL classes regarding student progress. Data from number of EL/LTEL reclassified and progress made by EL/LTEL on ELPAC. Monthly meetings with EL coach Data from classroom and curricular assessments and student work samples. Data from administrative FONT walkthroughs observing EL strategies in use.	___ % of EL students increase their scores on ELPAC ___ % of LTEL students increase their scores on ELPAC ___ % of EL students were enrolled in EL Lab classes (GPA?) % of EL that reclassified % of LTELs that reclassified # families attending ELAC increased

LTEs) using data to encourage attendance and best efforts on CAASPP and ELPAC. Funding for engagement/enrichment opportunities for targeted EL groups including ELPAC bootcamp, before/after school tutoring, and summer school/intersession support. Purchase supplemental materials for ML instruction, intervention, enrichment materials to promote language acquisition (including reading materials to expand Multilingual/Multicultural classroom libraries) and technology to support ML learners. Promote participation in ELAC meetings by making them accessible, providing light refreshments and translation services. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> Materials: \$980 EL Supplemental <u>Certificated Timesheets:</u> \$1000 EL Supplemental		
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Site Goal 1.3

Increase CAASPP ELA scores for students meeting or exceeding standards from 9.9% to 15%.
 Increase CAASPP Math scores for students meeting or exceeding standards from 0% to 15%.
 Increase CAASPP Science scores for students meeting or exceeding standards from 2.3% to 10%.

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

Action 1.3.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation

Provide professional development (including conference and workshop attendance) for teachers to learn best practices and instructional strategies in ELA/Science/Math, to explore reteaching strategies to address identified gaps, and to provide opportunities for staff to analyze data to inform interventions and develop remediation/acceleration specifically for identified subgroups.

Development of schoolwide PLCs to increase collaboration and increase staff understanding of best practice in teaching strategies and data analysis to guide instruction and monitor student progress.

Collaborate with instructional coaches to support staff meetings focusing on testing and reteaching strategies developed by analyzing data on targeted students.

Professional development on data analysis and the value of using data to inform instruction and monitor student progress.

Release time/timesheets for teachers to work with instructional coaches on utilizing assessment data to inform instruction and identifying areas of student need; to observe other teachers/alt ed sites; and to plan/develop mini lessons reteaching supports to reach struggling students.

Provide extended learning opportunities (afterschool, lunchtime, intersession, and summer school opportunities as well as tutoring) including timesheets for Edmentum class, to support student learning and progress toward graduation.

Staffing for additional ELA/Math intervention classes.

Mentors to work with targeted student groups to inform of the power of doing well on tests/being at school based on gpa/attendance

Purchase additional hardware, software, technology, supplemental programs/curriculum, classroom libraries, math manipulatives, and supplies needed to support and enhance learning and reteaching; for data analysis; and to provide intervention/acceleration based on the information gathered during the monthly data analysis meetings.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Staff will share PD/conference learnings and strategies during staff meetings.

Administration will collect data through FONT walkthroughs to assess if instructional strategies are being implemented and share feedback with staff.

Staff/PLC meetings to analyze CAASPP/CAST results by content area and subgroup to inform instruction. Staff meetings to analyze and use local formative and benchmark assessments to track progress and adjust instruction accordingly.

Administration and counseling to review quarterly progress reports/report cards to ensure progress.

Teachers will look at common assessment data (Illuminate, unit tests, IXL) and CAASPP/CAST data during PLC and release time, develop instructional strategies to meet identified needs and provide the data to the admin team.

Survey given to staff to determine effectiveness of PD.

Q1 Report Cards ____% students not meeting mastery.

Q2 Report Cards ____% students not meeting mastery.

Q3 Report Cards ____% students not meeting mastery.

Q1 ____ FONT walkthroughs completed.

Q2 ____ FONT walkthroughs completed.

Q3 ____ FONT walkthroughs completed.

____% of staff reported favorably about PD.

____ staff attended conferences and shared learnings in Staff Meetings.

Students enrolled in intervention Math/ELA increased their GPA (passing rate) by _____.

____ students participated in extended learning opportunities.

Certificated Timesheets

\$ 1500 Title (Edmentum CR classes)

Materials/Supplies/Equipment

\$5,000 Title

\$5,000 Supplemental

Contracts/Services/Subscriptions:

\$10,000 Title (NAEA, CCEA, ACSA)

(Emerge Tutoring moved to outside funding)

\$5,000 Supplemental

Site Goal 1.4

Teachers will increase their effective use of Active Participation strategies to 25% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Active Participation

Action 1.4.1**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Teachers will utilize High-Quality Instruction (Learning Targets, Success Criteria, Formative Assessment, Feedback, Active Participation, Student Talk) daily to increase student learning, as reflected in outcomes on Assessments. Provide ongoing professional development (developed in collaboration with instructional coaches) to support curriculum and assessment development, implementation of the High Quality Instructional Framework, and improve teacher understanding of the power of using active engagement strategies to increase student learning outcomes and ongoing training on other high quality instructional strategies including learning	Administration will collect data through FONT walkthroughs to assess if active engagement strategies are being implemented and provide feedback to staff. Staff will review their peer observations in monthly staff meetings to collaborate on instructional strategies and implementation. Admin and coaches will review data in admin team meetings to ensure fidelity, identify trends and use the data to develop appropriate professional learning opportunities based on observed areas of need. In monthly PLC meetings, staff will analyze student assessment data to evaluate the	By the end of Quarter 3, administrators completed ____ classroom walkthroughs, recorded them in the FONT system, and sent a feedback email for each observation. FONT data showed a ____% increase in the use of Active Participation strategies. Staff participated in ____ peer observations. Teacher self and peer reflection and feedback tools were analyzed in PLC meetings (agendas/notes). During monthly staff meetings data was shared and assessed to see if instructional strategies were implemented to fidelity and to

targets, success criteria, formative assessments and feedback. Provide professional learning opportunities via conferences and workshops with a focus on meeting the diverse learning needs of alternative education students and the use of evidence-based instructional strategies. Timesheets/Release time for staff to plan how to develop and utilize active engagement as well as observe how staff here and at other alternative education sites are using these strategies to improve instruction. Timesheets for staff to participate in one or more peer walkthrough observations each semester to share strategies and collaborate. <u>Certificated Timesheets</u> \$ 2000 Title	effectiveness of instructional strategies aligned to the High Quality Instructional Framework.	guide staff continuous improvement in instruction and assessment.
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Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

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

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1

Implement targeted supports for students who identify as Black/African American, homeless, Native American, foster youth and students with disabilities. These efforts will focus on increasing academic achievement (LCAP Goal 1), reducing suspensions by creating a safe, inclusive environment where student identity is affirmed and valued (LCAP Goal 3), and improving attendance and reducing chronic absenteeism (LCAP Goal 4). Through asset-based programs and tiered interventions, we aim to close opportunity, achievement, and relationship gaps while ensuring equitable access to learning and school engagement. Calvine will increase African American students graduation rate from 70% to 85%.

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Professional development utilizing educational equity instructional coaches and other district staff, conference attendance, mentors, community partners, or guest speakers focused on increasing academic achievement, identifying and resolving learning gaps, and increasing the school connections of African American, Native American, and Homeless students, Foster Youth, and Students with Disabilities, as well as develop engagement strategies to affirm student assets. Purchase books and provide release time/ timesheets for all staff to complete Book Study with a focus on equity, the needs of	Progress Monitoring Administration will collect data through FONT walkthroughs and provide feedback to staff. Disparity data, data analysis/discussion in PLC meetings CAASPP/CAST scores and Illuminate data Staff meeting PD from conference attendees Book Study staff presentations/ discussions Field trip attendance Attendance at Mindset, IYT and ATP events	Evaluation By the end of Q3 graduation rate for targeted students increased by ____ students.

African American, Native American, and Homeless students, Foster Youth and/or Students with Disabilities. Continue our Student Equity Council to increase student voice and leadership opportunities. Provide intervention classes and tutoring to support student learning. Develop community partnerships focused on family and student supports that provide mentoring, culturally relevant experiences and guidance for our African American, Native American, and Homeless students, Foster Youth, and Students with Disabilities to increase graduation rates, support academic achievement, provide guidance and mentoring, and ensure the campus climate is welcoming and comfortable for all students and families, specifically underrepresented or historically marginalized groups. Purchase technology, materials, and supplies to provide appropriate learning environment African American, Native American, and Homeless students, Foster Youth, and Students with Disabilities. Timesheets/release time for teams to analyze via monthly data dives a variety of data (grades, assessments, surveys, etc.) to gather base levels, identify and target student needs in specific content and skill areas, and create and monitor individual plans for reteaching and accelerating to targeted groups. Provide access to extracurricular activities (timesheets and materials) to engage students and increase motivation and school connectedness. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> <u>Certificated Timesheets</u> \$1080 Title <u>Materials/Supplies/Equipment</u> \$4860 Title \$5000 Supplemental <u>Contracts/Services/Subscriptions</u> \$ 8000 Title \$10,000 Supplemental	RP data (both classroom and office managed)
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Funding Sources for District Goal 2		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 3:	District Needs and Metrics 3:
Wellness All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.	Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: • Cohort Graduation Rate • School Climate - Average Favorability Rating • Social Emotional Learning - Average Favorability Rating • Suspension Rate: Percent of Students Suspended

Site Goal 3.1

Calvine will utilize PBIS strategies to maintain a healthy, safe, positive school culture where students feel connected to and supported by the site to increase responses on school climate survey from 80% to 90%.

Calvine will utilize PBIS strategies to maintain a healthy, safe, positive school culture where families feel connected to and supported by the site to maintain overall responses on school climate survey at 100%.

Metric: Social Emotional Learning - Average Favorability Rating

Action 3.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Continue to implement Positive Behavior Interventions and Supports. Monitor and track data of students referred for additional support. Implement behavior management techniques to reduce conflict and promote PBIS, Equity, Restorative Justice, and wellness practices. • Calvine High School will provide weekly recognition/incentives for students identified through PBIS campaigns. • Calvine staff will participate in professional development focused on PBIS and restorative practices facilitated by EGUSD PBIS Coach, Support Providers, and Equity Coaches, as well as attending conferences. • Calvine will hold quarterly and semester events to recognize and celebrate positive student behaviors. • Calvine will purchase promotional materials such as banners, signs, and supplies to boost engagement and foster a positive community. Including signage with PBIS core values and school expectations. • Implement the 5-Star student incentive and pass system to provide rewards for positive behavior. Timesheets for staff to track and analyze data to determine support needs, to develop PBIS implementation plans, and to provide opportunities for professional development to enhance PBIS at Calvine. Timesheets for initial summer planning days. Timesheets/release to support the training of classified staff (i.e. campus safety staff, paraeducators, front office staff, etc.) in the foundational elements of Restorative Practices that most closely aligns to their job duties.	Progress Monitoring • 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. • EGUSD Perspective Survey • Senior Exit Survey • Attendance data • Presentations from staff attending conferences at staff meetings. • Increase in number of students recognized.	Evaluation By the end of Q3, _____ students were referred to MTSS team. _____ students referred received support/services (all were offered, some decline supports). Monthly PLC meetings included discussion of student academic progress, attendance and discipline data. Quarterly, staff completed student grade reviews to ensure students were supported, and to discuss how to support student disparity data. ____ of the staff utilized 5 Star to recognize positive student behavior. Continued attendance recognition campaign - students with 80% or better attendance were recognized every two weeks. Attendance at Mindset, IYT, and ATP events was about _____ across the programs.

Provide items connected to the PBIS program and to promote the PBIS core values (Considerate, Productive, Responsible) and purchase incentives for students that meet identified goals and to increase engagement. Certify as a PBIS Platinum school site. Funding to print PAWsitive Moment cards, flyers, resources to increase student engagement, and supplies to mail home awards and information to families. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i> <u>Materials/Supplies/Equipment</u> \$ 2,000 Supplemental <u>Certificated Timesheets</u> \$ 1500 Supplemental		
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Site Goal 3.2

Calvine will provide social-emotional support and timely interventions to all students, aiming to develop mental health, communication, and conflict resolution skills, and strengthen student resilience to help students feel a part of the Calvine community and increase scores on student perspectives survey to 90%.

Metric: School Climate - Average Favorability Rating

Action 3.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Purchase materials and supplies for wellness providers to support students and families identified by MTSS- priority given to targeted subgroups.	Monthly PBIS Tier 1 and II documentation from service providers. Monthly IYT, ATP, and Emerge meetings with admin to review data.	Attendance at school events increased by ____. ____ students and families utilizing Wellness Provider Supports

Implement a mentorship program for at-risk students (identified through the MTSS process/Advocacy) where students meet on a weekly basis to monitor academic progress, access academic tutoring, explore college and career planning, and receive SEL lessons (IYT, ATP, Emerge) Professional Development/Conferences for PBIS, SEL, and restorative practices, and for staff to understand how trauma influences student learning Continue implementation of Restorative Practices and provide training with equity coaches to build a culturally responsive campus community. Provide student engagement activities for students identified by the MTSS team. Provide funding and materials for staff training in Mentoring, Mindset, Restorative Practices, Equity, Trauma Informed Instruction, teambuilding and cooperative learning strategies. Provide funding and materials to beautify the campus including, but not limited to: upgrading resources, classroom furniture, plants, providing murals, outdoor furniture, to provide a culturally responsive, physically and emotionally healthy and safe learning environment. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i> <u>Materials/Supplies/Equipment</u> \$ 2,000 Title <u>Contracts/Services/Subscriptions</u> \$ 3,620 Title	Monthly staff meetings/discussions about student behavior, academic progress, and program implementation. Increase in attendance at school events. Administration will track number of students and families utilizing wellness provider supports and share it with staff and service providers. Administration will track and share referral/suspension data. School climate survey and CHKS data	Referrals/Suspensions decreased by _____. School climate survey and CHKS data.
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Site Goal 3.3

Calvine will increase student engagement, enhance student school connectedness, promote positive student relationships, and foster a sense of belonging to decrease student discipline referrals by 5%.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.3.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Calvine High School will continue structured student engagement programs like Leadership, peer-to-peer initiatives, and the Student Equity Council (SEC) to enhance connections at Calvine High School. District professional development to strengthen Calvine's student leadership programs and clubs. Provide funding for additional lunchtime or afterschool activities/support to engage students, decrease office discipline referrals, reduce overall suspension data (timesheets, Mindset Academy, Emerge, Madu, All Things Pretty, arts program) Funding and supplies for staff to create and provide after school/lunchtime enrichment programs and activities, intermural sports, PE class, and tutoring. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i> <u>Certificated Timesheets</u> \$ 1000 Supplemental <u>Contracts/Services/Subscriptions</u> \$ 7446 Supplemental <u>Materials/Supplies/Equipment</u> \$ 1026 Supplemental	Progress Monitoring Admin will collect office discipline referrals each month and share it with the staff. Increase in attendance at after school events (sign in sheets). Increase in attendance in mentoring programs (sign in sheets). Synergy and RED DIY data Monthly admin/mentor group meetings	Evaluation Referrals/Suspensions decreased by ____. ____ students attended after school events/activities. Attendance in mentoring programs was ____ (numbers) ____ students completed PE contracts.

Site Goal 3.4 Calvine will increase our graduation rate from 80.5% to 85%. Metric: Cohort Graduation Rate

Action 3.4.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Develop intervention and support programs to address attendance, credit earning rate, and academic achievement. Expand educational learning opportunities for students to include field trips, college outreach/visits, guest speakers, extended day classes, tutoring. Provide training, professional development, conference opportunities for staff to improve instructional practices, develop project based learning plans, and monitor student progress early to decrease the number of D's and F's. Funding to cover fees for training, registrations, associated travel costs, and timesheets for release time. Timesheets for staff to disaggregate data to identify needs, and/or provide information and training/support on college entrance requirements outside of the school day to students. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i> <u>Certificated Timesheets</u> \$ 1,000 Title <u>Contracts/Services/Subscriptions</u> \$ 5,000 Title	Increase in attendance at school events, field trips, tutoring programs. Grade/test score data. Student and family surveys Data analysis at staff meetings Admin review monthly attendance reports Field trip attendance and data Tutoring center attendance and grade data Synergy gradebook Graduation rate	# of D and NP grades reduced by ____% between Q1 and Q2, by ____ % Q2 to Q3. survey results showed _____. Attendance at events increased by ____. By the end of Q3, the number of graduates increased by ____

Funding Sources for District Goal 3

Funding Source	Amount	Description of Use

Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$12,714	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

All students will benefit from programs and services designed to inform and engage 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
 - Parents indicating a respectful and welcoming school environment
 - Parents indicating opportunities for parent input in making decisions
 - Parents indicating opportunities for parent involvement
 - Percent Chronically Absent

Site Goal 4.1

Calvine will develop strong partnerships between school, families, and communities to improve student outcomes, including academic, social-emotional, and overall well-being increasing parental input on the Perspectives survey from 6 respondents to 40 respondents rating above 98% satisfaction.

Metric: Attendance Rate

Action 4.1.1

Targeted Student Group(s)

- All

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Provide funding for ongoing family focused events (family nights, lunch in the quad, movie nights, family educational workshops) and other opportunities for family/community engagement. Provide professional development, conference attendance, guest speakers on strategies for engaging alternative education students and families. Increase front office and campus signage to ensure all families and students feel welcome and a part of the Calvine campus. Appoint a staff member to update the school website, and manage social media accounts. Purchase annual software license to create parent newsletters and other school publications. Continue student leadership class to help students become an integral part of the learning community and are provided a voice in school decisions. Engage community partners, mentors, and resources that support families especially families that have historically been disconnected from educational opportunities. Parent Staff Home Visits conducted by trained teachers and staff. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i> <u>Classified Timesheets</u> \$ 500 Supplemental \$500 Title <u>Certificated Timesheets</u> \$500 Supplemental <u>Materials/Supplies/Equipment</u> \$ 740 Title parent engagement funds \$ 2000 Supplemental	Progress Monitoring Staff share out of information learned at monthly staff meetings. Track events planned and developed by Leadership class. BTSN, Open House, Family nights attendance. School Site Council and Leadership student feedback. Student and parent survey results. Social media follows/comments and engagement.	Evaluation Held _____ family engagement events and increased attendance by ____%. Student leadership planned ____ events and ____ fundraisers.

Site Goal 4.2

Provide college and career education to assist with post-secondary college and career opportunities.
Increase the FAFSA/CA Dream Act rates to 25% based on the Cal Grant Success Dashboard.

Metric: Attendance Rate

Action 4.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Calvine High School students will benefit from a college-career program: • Calvine High School will offer college and career lessons for students. • In partnership with Sacramento County Office of Education (SCOE), host annual Cash for College (Financial Aide Night). • Organize college and career field trips. Conduct workshops for parents on the importance of access to education. • Host an annual career day at the Calvine campus. <u>Contracts/Services/Subscriptions</u> • Title 1- \$1500 for SCOE FAFSA and College Night	Progress Monitoring • Participation rates • EGUSD Perspective Survey • FAFSA completion rates.	Evaluation

Site Goal 4.3

By the end of the 2026-27 school year, Chronic Absenteeism at Calvine will decrease from 57% to 52% by targeting chronically absent students

with individual phone calls, attendance incentive programs, parent meetings and porch visits.

Metric: Attendance Rate

Action 4.3.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Provide training to all teachers (CA Mentor) to reach out to families of chronically absent students in Advocacy and conduct check-in/check-out sessions with students who are identified as at-risk through the MTSS process. Priority will be given to identified subgroups (funding from outside source). Teachers and front office staff make personal phone calls home/send Talking Points messages for chronically absent students. All contacts will be logged into Synergy. Partner with site, district, and community agencies to increase student attendance through outreach, interventions, and support systems. Develop a data management system that allows for monitoring/tracking of student attendance and outreach data. Continue our onboarding system for incoming students to set goals and review site expectations. Increase SEL opportunities to improve student sense of safety, positive staff-student relationships, school culture and climate, and school connectedness to the campus. Provide opportunities for professional development, conferences or workshops to learn strategies for engaging disengaged youth. Purchase incentives for students meeting attendance goals and/or showing growth. <i>We will purchase allowable, reasonable, and</i>	Progress Monitoring Teachers, front office staff, Administrators and our Family Liaison will document parent communication in Synergy weekly. Administration will gather and analyze attendance data monthly (including early dismissals and tardies). The Administrative team will analyze data to see if there is an improvement in attendance and share this information with staff members and families. Administration will monitor Chronically Absent students. Bimonthly meetings with District Attendance tech. Student participation in school sponsored events. Administrative porch visits. Staff share outs from conference/PD learning.	Evaluation Chronic Absenteeism Rate Q1 ____ Chronic Absenteeism Rate Q2 ____ Chronic Absenteeism Rate Q3 ____ At the end of Q3, teachers, front office staff, and administrators documented over ____ calls and Talking Point messages, as well as numerous school-wide written communications. In addition, we have enhanced our social media presence, posting ____ updates that highlight the positive events and learning experiences happening on our campus.

<i>necessary supplies to complete the Action Plan for this goal.</i> <u>Classified Timesheets</u> \$500 Title <u>Certificated Timesheets</u> \$500 Supplemental		
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Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$4,500	\$1,080	\$1,000	\$0	\$6,580
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$1,000	\$1,000
Materials/Supplies/Equipment	\$6,000	\$4,860	\$2,000	\$0	\$12,860
Contracts/Services/Subscriptions	\$10,000	\$8,000	\$5,620	\$740	\$24,360

Title I Basic (4900/3010) Total: \$44,800

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$0	\$500	\$2,000	\$1,000	\$3,500
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$500	\$500
Materials/Supplies/Equipment	\$5,000	\$5,000	\$2,000	\$2,000	\$14,000
Contracts/Services/Subscriptions	\$5,000	\$10,000	\$7,446	\$0	\$22,446

Supplemental/Concentration (7201/0000) Total: \$40,446

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$1,000	\$0	\$0	\$0	\$1,000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$980	\$0	\$0	\$0	\$980
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7250/0000) Total: \$1,980

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

V. Funding

Calvine High School (515) | 2026-2027

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$44,800	\$20,500	\$13,940	\$8,620	\$1,740	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$40,446	\$10,000	\$15,500	\$11,446	\$3,500	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$1,980	\$1,980	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$87,226	\$32,480	\$29,440	\$20,066	\$5,240	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$44,800
Subtotal of state or local funds included for this school	\$42,426