



Calvine High School

Local Control Accountability Plan (LCAP) 2022-2023

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

IV. Goals, Actions and Services

Calvine High School | Focused Work: 2022-2023

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

Calvine High School provided a series of opportunities for stakeholders to review data and provide feedback regarding LCAP goals.

MEETINGS

School Site Council: 10/28/21, 12/17/21, 03/07/22, 04/18/22, 04/26/22
Staff Meetings: 03/07/22 and 04/04/22

ELAC: 05/09/22

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 Rate
- Attendance Data
- School Culture Data: PBIS, TFI, SNAP, and Tier 2 Referrals

Impact of LCAP and Annual Update

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

The engagements were instrumental in identifying priorities for program implementation and funding. The data analysis provided stakeholders with a clear area of critical need, the recommendation for funding based on high priorities for students' needs, and in response to the current instructional needs and school climate.

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

Goal 1

- The staff will continue the professional learning series on academic English, which is designed for English Learners but benefits all students.
- Staff appreciated the additional time provided in the new schedule for staff development, consequently, the Calvine staff will continue and expand Professional Learning Communities (PLC) and common assessments.
- Parents and students expressed the need for opportunities to connect students to post-secondary education and employment opportunities, consequently, Calvine will continue to provide a college and career-ready environment and implementation of the new CTE pathways.

Goal 2

- Students appreciated timely access to grades, therefore the Calvine HS staff will continue and expand Synergy grade book.

Goal 3

- Students and parents were very interested in resources to guide post-secondary college and career planning. Calvine HS will continue and expand this practice.
- Students and parents expressed concerns with SEL and mental health support, consequently Calvine Staff will receive training on implementing trauma-informed practices and restorative practices. The school will also work with Student Support Services to expand the PBIS Tier 2 program, which connects students to service providers.

Goal 4

- Attendance is a barrier to student achievement, therefore Calvine High School will implement strategies to address student behavior.

Resource Inequities

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

Our school was identified as Comprehensive Support and Improvement because our graduation rate needs additional focused support to meet growth goals. As a result of our needs assessment, additional resources to support the following goals and actions have been added to support the increased success of the graduation rate:

- 1.1.1. Staff participation in on-site and off-site professional development on research-based instructional strategies to support literacy, math, and science instruction (e.g. culturally responsive strategies, Equitable Grading Practices, FHQI strategies, English Learner strategies, and critical thinking).
- 1.1.2. Continue and expand the implementation of PLCs, common assessments, and staff professional learning to increase student achievement.
- 1.1.3. Provide additional instructional opportunities during an extended day for students not meeting proficiency standards or needing credit recovery.
- 1.1.6. Increase student learning and engagement with exposure to the organizations in the local community, guest speakers, and field trips.
- 1.2. 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
- 2.3 To support the increase in graduation rates, Calvine students and parents will monitor students' grades and attendance through ParentVUE and StudentVUE. EL instructional strategies.
- 3.1 Expand College and Career Readiness Program by fostering a college and career-ready atmosphere for all students.
- 3.4 Calvine High School Staff will implement restorative and trauma-informed practices into the instructional and SEL program.
- 3.7 Calvine High School will provide a welcoming and inclusive community for all students with equitable practices that increase student learning, wellness, and community connection.
- 4.1. Increase involvement with parents and community members
- 4.2. Support academic achievement by implementing an attendance support system by resolving issues that affect student attendance.

Calvine High School was opened in 1991, and the furniture and facility have been in use for 31 years. The school has not received a furniture refresh, and classroom and office area furniture is old and worn. Calvine has not received a date for a furniture refresh. Consequently, most of our general budget is used to replace broken and worn furniture, which increases our dependence on categorical funding for basic supplies.

Goals, Actions, and Progress Indicators

District Strategic Goal 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.

District Needs and Metrics 1:

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

The Calvine High School Staff will increase the high school graduation rate from 68% to 80% with the following strategies:

- Professional learning on equitable grading and instructional strategies to enrich classroom instruction.
- Extending opportunities beyond the school day for tutoring and credit remediation
- Focused professional development on equity and student engagement.
- Enrollment meetings with a four-year plan, followed by quarterly Advisory updates of each student's graduation plan.

Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Staff participation in on-site and off-site professional development on research-based instructional strategies to support literacy, math, and science instruction (e.g. culturally responsive strategies, Equitable Grading Practices, FHQI strategies, English Learner strategies, and critical thinking), to include stipends, substitutes for release time, timesheet pay beyond work hours for teachers to collaborate, conference	Hattie Effect Size: Professional Development .62 "Investigating a Systematic Process to Develop Teacher Expertise: A Comparative Case Study" http://www.marzanocenter.com/files/Paul_Mielke_Dissertation.pdf	Classroom Observations to observe instructional strategies related to FHQI, high student engagement, a clear learning objective that is measured through formative assessment. In addition to growing academic reading, writing, and math skills, Calvine students should be provided with opportunities to think critically. Graduation rates will serve as an indicator of goal attainment

registrations, lodging, transportation, and meals.

Time Sheets- Teacher Pay= \$80.00/hour
 Release Days- Substitute Coverage= \$250.00/day

The Principal reviews the number of credits and grades earned by individual students each quarter, and the overall number of average credits earned each quarter. Data is examined in cohorts and groups.

Daily attendance rates are measured as an indication of student engagement in academic classes.

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

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$2000	Certificated- Salaries	
Title I – Basic (4900/3010)	\$1000	Contracts/Services /Subscriptions	

Actions/Services 1.1.2

Principally Targeted Student Group

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Continue and expand the implementation of PLCs, common assessments, and staff professional learning to increase student achievement by implementing the following practices:</p> <ul style="list-style-type: none"> • 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 professional development. 	<p>WorkTM, Third Edition (A Practical Guide to Action for PLC Teams and Leadership) May 20. 2016 by Richard DuFour and Rebecca DuFour</p>	<ul style="list-style-type: none"> • 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

<p>Work with Instructional Implementation of High-Quality Instruction.</p> <p>No funding is needed for this action item, staff will collaborate during early release professional learning days.</p>		<p>engagement, a clear learning objective that is measured through formative assessment. In addition to growing academic reading, writing, and math skills, Calvine students should be provided with opportunities to think critically.</p>
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Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	

Actions/Services 1.1.3

Principally Targeted Student Group

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide additional instructional opportunities during an extended day for students not meeting proficiency standards or needing credit recovery in ELA, Math, Social Science, Science and other graduation requirements.</p> <p>Actions to provide learning opportunities in needed subjects including, but not limited to Summer School, additional sections, lunch and after school support, field trips, and weekend instructional programs.</p>	<p>It's About Time: Extended Learning and Academic Achievement; Kourny, Amanda S.-University of Pittsburgh Office of Child Development, 2013.</p> <p>The education value of field trips Green, J.P, Kiseda, B., & Bowen, D.H. (2013) The educational value of field trips. Education Next, 16.</p>	<ul style="list-style-type: none"> Graduation Rates. Calvine will increase the graduation rate by providing increased opportunities for credit remediation and academic enrichment beyond the school day. Illuminate and CAASP Scores. Increased proficiency in ELA and Math, which will be demonstrated in CAASP scores.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$4000	Certificated- Salaries	

Actions/Services 1.1.4

Principally Targeted Student Group

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Purchase hardware, software, and online subscriptions to learning programs (Newsela, Peardeck, EdPuzzle, etc.), which will provide online supplemental materials.</p> <p>Provide professional development for the continued implementation and use of technology in classrooms.</p>	<p><i>Using Technology to Support At-Risk Students' Learning</i> (2004)- Linda Darling-Hammond, Molly B. Zieleszinski, and Shelley Goldman.</p>	<ul style="list-style-type: none"> • CAASP Scores. Increased proficiency in ELA and Math, which will be demonstrated in CAASP scores. • Illuminate Scores. An increase in students demonstrating proficiency in assessments created in Illuminate. • EL and Walkthrough observations and data.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$3000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$5000	Contracts/Services /Subscriptions	

Actions/Services 1.1.5

Principally Targeted Student Group

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide supplemental instructional materials and supplies to support improved academic performance with the purchase of the following materials:</p> <ul style="list-style-type: none"> • Stemsscopes 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. 	<p>Classrooms as Contexts for Motivating Learning (2006)- Perry, Turner, and Meyer</p>	<ul style="list-style-type: none"> • Increased CAASP scores due to more students testing proficient in ELA, math, and science. • Increase in student benchmark scores in Illuminate exams..

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$4990	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$10000	Materials/Supplies/Equipment	

Actions/Services 1.1.6

Principally Targeted Student Group

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Increase student learning and engagement with exposure to the organizations in the local community, guest speakers, and field trips.</p> <p>Provide in-person and virtual learning experiences.</p>	<p>The educational value of field trips; Green, J.P., Kisida, B.& Bowen, D.H (2013). The educational value of field trips. Education Next, 16.</p>	<p>Student and Teacher Feedback through surveys, which will demonstrate if students' awareness of themes and connection to off-campus learning experience has increased as a result of the field trip and/or connection with the partner organization.</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment	

Site Goal 1.2

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.

During the 2020-21 school year, based on ELPAC results, 61% of EL students increased their English proficiency.

Metric: Progress toward English Proficiency

Actions/Services 1.2.1

Principally Targeted Student Group

- EL • R-FEP

What Specific Actions/Services will you Provide to this Student	What is the Research Confirming this is an Effective	How will you Measure the Effectiveness of each
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Group?	Practice?	Action/Service?
<p>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.</p> <p>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= \$80.00/hour Release Days- Substitute Coverage= \$250.00/day</p> <p>The site will continue to engage stakeholder input and participation, by hosting ELAC meetings that are well advertised and offer refreshments.</p>	<p>Kate Kinsella: Secondary PLCs Addressing English Language Instruction For Long-Term ELs</p> <p>http://sccoe.org/depts/ell/acountability/12thannual/Starlight_Kinsella_120711.pdf</p> <p>Hattie Effect Size: Professional Development .62</p>	<ul style="list-style-type: none"> • ELPAC scores will demonstrate an increase in English proficiency in our EL student population. • More EL students will be redesignated, which will reflect an increase in English proficiency. • CAASPP scores will increase, due to more students being proficient in ELA and math skills. • iReady Assessments will show an increase of students scoring at/above grade level in the ELA and math diagnostic assessments. • ELAC meetings will have an increase in student and parent participation. The effectiveness of meetings will be determined by LCAP and stakeholder feedback surveys.

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$1001	Certificated- Salaries	

Actions/Services 1.2.2

Principally Targeted Student Group

- EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Purchase classroom books, novels (up to 15), dictionaries for structured EL instruction.</p>	<p>Kate Kinsella: Secondary PLCs Addressing English Language Instruction For Long-Term ELs</p> <p>http://sccoe.org/depts/ell/acountability/12thannual/</p>	<ul style="list-style-type: none"> • ELPAC scores will demonstrate an increase in English proficiency in our EL student population. • More EL students will be

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Hattie Effect Size:
Professional Development .62

redesignated, which will reflect an increase in English proficiency.

- CAASPP scores will increase, due to more students being proficient in ELA and math skills.

Funding Source	Amount	Description of Use
EL Supplemental (7250/0000)	\$1300	Materials/Supplies/Equipment

Site Goal 1.3

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

Metric: Other (Site-based/local assessment)

Actions/Services 1.3.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Purchase art materials and technology equipment in order to provide a robust VAPA program.</p> <p>Specific actions for the VAPA funds include purchasing consumable materials and supplies for VAPA students:</p> <p>Consumable art supplies: paper, brushes, sketchbooks, markers, and paint.</p>	<p>Alessia Zanin-Yost and Erin Tapley Art Documentation: Journal of the Art Libraries Society of North America Vol. 27, No. 2 (Fall 2008), pp. 40-45</p> <p>"Simply using art materials to create improves student's ability to learn in the classroom.</p>	<p>EGUSD Graduation requirements UC A-G</p>

Funding Source	Amount	Description of Use
Student Fees (2312/0000)	\$2000	Materials/Supplies/Equipment

Site Goal 1.4

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.

Metric: CTE Sequence Completion

Actions/Services 1.4.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ul style="list-style-type: none">• 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 worksite and related places of interest.	<p>Brown, B. L. (2003). CTE and Work-Based Learning. ERIC Digest. https://files.eric.ed.gov/fulltext/ED482334.pdf</p>	<ul style="list-style-type: none">• 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 Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment	
CTE (7235/0000)	\$9000	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: <ul style="list-style-type: none"> Assessment System Data and Program Evaluation Other (Site-based/local assessment)
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Site Goal 2.1

Calvine High School instructional staff will utilize an assessment system that allows teachers to collect, disaggregate and share student achievement data in order to drive instructional choices, track growth, and plan next steps for student instruction.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Illuminate. Provide training for the implementation of Illuminate, which will identify and track student group scoring. Including staff release time to collaborate and design assessments.</p> <p>The district provides training, at no cost to school sites.</p>	<p>Hattie Effect Size: Feedback .73</p>	<ul style="list-style-type: none"> ELPAC scores will demonstrate an increase in English proficiency in our EL student population. More EL students will be redesignated, which will reflect an increase in English proficiency. CAASPP scores will increase, due to more students being proficient in ELA and math skills. Illuminate Assessments will show an increase of students scoring at/above grade level in the ELA and math diagnostic assessments. Students will demonstrate an

understanding of learning targets measured through common assessments designed in PLC teams.

Funding Source	Amount	Description of Use

Actions/Services 2.1.2

Principally Targeted Student Group

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Purchase computers, student supplies and technology equipment for staff to assist with the collection, analysis, disaggregation and sharing of school-wide assessment data.</p> <p>Purchase classroom materials to aide in instruction: whiteboards, notebooks, writing utensils, folders, and other supplies.</p>	<p>Hattie Effect Size: Feedback .73</p>	<ul style="list-style-type: none"> • ELPAC scores will demonstrate an increase in English proficiency in our EL student population. • More EL students will be redesignated, which will reflect an increase in English proficiency. • CAASPP scores will increase, due to more students being proficient in ELA and math skills. • Illuminate Assessments will show an increase of students scoring at/above grade level in benchmark assessments.

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

Site Goal 2.2

Develop and utilize common formative, interim, and summative CCSS aligned assessments in Professional Learning Communities. PLCs will focus on developing CER (claims, evidence, and reasoning) skills.

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Professional learning provided on Monday. If additional time is needed, provide release time for teachers and/or classified staff and/or compensation beyond work hours for the creation and development of benchmark writing, ELA and Math assessments, testing schedules, and PLC team meetings.</p> <p>No funding is needed, support is provided during early release days.</p>	<p>Five "Key Strategies" for Effective Formative Assessment. William and Thompson 2007.</p>	<ul style="list-style-type: none"> • Illuminate assessments will be used to measure student proficiency levels, in order to determine learning targets. • Professional development will support teachers with the implementation of formative assessments in classrooms to guide instruction. • PLC created common assessments (CHS Benchmark Assessments) that will be used to measure student learning.

Funding Source	Amount	Description of Use	

Actions/Services 2.2.2

Principally Targeted Student Group

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Support implementation of PLCs by providing ongoing professional development, release time, and timesheet pay beyond work hours for teachers to meet with each other or instructional coaches to participate in PLC activities focused on developing instructional strategies to address critical areas of need.</p> <p>No funding source needed to support this action item, due to common planning time during distance learning.</p>	<p>PLC research supports that a cycle of inquiry utilizing the PLC model (teacher teams) focused on data collection of student work, primarily formative and summative, can/will result in improved student achievement. Research by Marzano, DuFour, Kamold, Larsen, and our own site data supports this best practice. Specifically, "One of the primary characteristics of high performing and high impact schools that are successfully closing the [] achievement gap - is their laser like focus on teacher collaboration as</p>	<ul style="list-style-type: none"> • ELPAC scores will demonstrate an increase in English proficiency in our EL student population. • More EL students will be redesignated, which will reflect an increase in English proficiency. • CAASPP scores will increase, due to more students being proficient in ELA and math skills. • iReady Assessments will show an increase of students scoring at/above grade level in the ELA and math diagnostic

key to improving instruction and reaching all students. (Education Trust, 2005; Kersaint, 2007).

assessments.

- Students will demonstrate an understanding of learning targets measured through common assessments designed in PLC teams.

Funding Source	Amount	Description of Use

Actions/Services 2.2.3

Principally Targeted Student Group

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Support implementation of PLCs by providing materials and resources including, but not limited to books, software, articles and printed materials teachers utilize to participate in PLC activities focused on instructional strategies to support critical areas of need.	PLC research supports that a cycle of inquiry utilizing the PLC model (teacher teams) focused on data collection of student work, primarily formative and summative, can/will result in improved student achievement. Research by Marzano, DuFour, Kamold, Larsen, and our own site data supports this best practice. Specifically, "One of the primary characteristics of high performing and high impact schools that are successfully closing the [] achievement gap - is their laser like focus on teacher collaboration as key to improving instruction and reaching all students. (Education Trust, 2005; Kersaint, 2007).	<ul style="list-style-type: none"> • PLC Observations, which will determine the understanding and effectiveness of PLCs in the use of the DuFour Cycle of Inquiry to identify learning targets, plan assessments, and collaborate on instructional practices. • More EL students will be redesignated, which will reflect an increase in English proficiency. • CAASPP scores will increase, due to more students being proficient in ELA and math skills. • Students will demonstrate an understanding of learning targets measured through common assessments designed in PLC teams.

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

Site Goal 2.3

To support the increase in graduation rates, Calvine students and parents will monitor students' grades and attendance through ParentVUE and StudentVUE.

Metric: Other (Site-based/local assessment)

Actions/Services 2.3.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ul style="list-style-type: none"> • 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. 	<p>Cameron, J. T. (2011). The role of online grading programs in school/community relations. <i>Language Testing in Asia</i>, 1(2), 1-15</p>	<ul style="list-style-type: none"> • Graduation rates • Attendance rates • Stakeholder feedback: LCAP Survey • Student engagement and participation

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$2000	Certificated- Salaries	

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout
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- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1

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

Metric: Other (Site-based/local assessment)

Actions/Services 3.1.1

Principally Targeted Student Group

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ul style="list-style-type: none"> • Offer in-person and virtual field trips to local colleges, vocational education opportunities, internship opportunities, and instruction-related field trips for students. • Provide support with on-campus and virtual career fairs. • Add CCGI lessons into Advisory, to support student post-secondary planning. • Host Cash for College to support FAFSA completion 	<p>Hattie Effect Size: Teacher Student Relationships .72 Expectations .43</p> <p>http://educationnext.org/the-educational-value-of-field-trips/ "The Educational Value of Field Trips"</p>	<ul style="list-style-type: none"> • College enrollment data • Dual enrollment data • Senior exit survey • CCGI usage data • FAFSA completion rates

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment

Site Goal 3.2

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).

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Support initiatives to implement a system of behavior management techniques to decrease conflict and support PBIS, Equity, Restorative Justice, and practices around wellness.</p> <ol style="list-style-type: none"> 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. 	<p>Successful implementation of PBIS is associated with decreases in administrator and teacher time spent on student discipline, and large increases in time spent on instruction (Reinke, Herman, & Tucker, 2006).</p> <p>Implementation of Tier 1 universal interventions is promisingly associated with increased academic outcomes (Horner et al., 2010).</p>	<p>California Healthy Kids Survey</p> <p>Discipline referral data and Suspension/Expulsion data, reviewed monthly to identify trends, and refer students to PBIS Tier II for interventions.</p> <p>Student and Parent surveys, i.e. school climate, Senior Survey, etc.</p> <p>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.</p>

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$3000	Materials/Supplies/Equipment	

Actions/Services 3.2.2

Principally Targeted Student Group

• Foster Youth • Low Income

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>To support the PBIS Tier I and Tier II, Calvine Staff will participate in and plan collaborative meetings to discuss and design interventions for students struggling with academics and attendance. Staff will use the time designated for professional learning.</p> <p>In addition, provide professional development through conference and workshop attendance to support the implementation of PBIS Tier I and Tier II. Workshops are provided on-site by EGUSD PBIS Coach.</p> <p>No funding is needed to support this action item.</p>	<p>At-risk and high-risk youth benefit the most from exposure to PBIS (Bradshaw, Waasdorp, & Leaf, 2015).</p> <p>Universal PBIS led to decreases in office discipline referrals and positive school climate (Horner et al., 2009)</p>	<ul style="list-style-type: none"> • California Healthy Kids Survey • Discipline referral data and Suspension/Expulsion data, reviewed monthly to identify trends, and refer students to PBIS Tier II for interventions. • Student and Parent surveys, i.e. • school climate, Senior Survey, etc. • Attendance reviewed at the end of every attendance reporting period, to identify trends, students who require interventions, and the effectiveness of current practices addressing student attendance.

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

Site Goal 3.3

Provide academic and wellness support for foster youth.

Metric: Other (Site-based/local assessment)

Actions/Services 3.3.1

Principally Targeted Student Group

- Foster Youth

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Create graduation and wellness plan for all foster youth at Calvine. Each foster youth at Calvine will receive an individualized plan.</p> <p>No funding needed, service provided during the contractual work day by EGUSD social workers.</p>	<p>Pathways to College for Former Foster Youth: Understanding Factors That Contribute to Educational Success Merdinger, Joan M; Hines, Alice M; Kathy Lemon Osterling; Wyatt, Paige. Child Welfare; Arlington Vol. 84, Iss. 6, (Nov/Dec 2005)</p>	<ul style="list-style-type: none"> • CHKS • Climate Culture Survey • Foster Youth Grad Rate • Referral and suspension data, if applicable, of foster youth. • Number of referrals from school staff to PBIS Tier II team. • Attendance and grades of

foster youth, to determine needs and interventions.

Funding Source	Amount	Description of Use

Site Goal 3.4

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

Metric: Suspension

Actions/Services 3.4.1

Principally Targeted Student Group

• Foster Youth • Low Income • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide professional development for certificated and classified staff regarding restorative and trauma-informed practices. The professional development plan will include the following supports:</p> <ul style="list-style-type: none"> • 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 <p>No cost due to professional development days added to the calendar.</p>	<p>Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. <i>Journal of Educational and Psychological Consultation</i>, 26(4), 325-353.</p>	<ul style="list-style-type: none"> • 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

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$3000	Certificated- Salaries

Actions/Services 3.4.2

Principally Targeted Student Group

• Foster Youth • Low Income • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Increase schoolwide trauma-informed interventions, by the strengthening the structure of PBIS Tier 2 with continued use of the MTSS referral form for services.</p> <p>Support the collaboration and alignment of support services on Calvine's campus to increase student support.</p> <p>District provides training, no cost to school site.</p>	<p>Phifer, L. W., & Hull, R. (2016). Helping students heal: Observations of trauma-informed practices in the schools. <i>School Mental Health, 8</i>(1), 201-205.</p>	<ul style="list-style-type: none"> • Tier 2 Intervention Data: Check and Connect • California Healthy Kids Survey • EGUSD SEL Survey • Attendance Data • Discipline Data

Funding Source	Amount	Description of Use	

Site Goal 3.5

Calvine High School will increase student engagement and school connection with organized activities planned in a student leadership class and lunchtime club. In addition, students will have the opportunity to participate in extra-curricular clubs and special school events.

Metric: School Climate	
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Actions/Services 3.5.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Create a structured student leadership program that increases student engagement and connection to Calvine High School.</p> <ul style="list-style-type: none"> • Leadership elective course will be added to the master schedule to provide elective credit and opportunities to 	<p>Joselowsky, F. (2007). Youth engagement, high school reform, and improved learning outcomes: Building systemic approaches for youth engagement. <i>NASSP bulletin, 91</i>(3), 257-276.</p>	<ul style="list-style-type: none"> • Student responses to SEL surveys. • California Healthy Kids Survey • Suspension rates • Student attendance rates • Graduation rates and grades

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, shirts, school supplies, and other items to increase student engagement, community building, and support a positive learning atmosphere.

Funding Source	Amount	Description of Use	
Student Fees (2312/0000)	\$3000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment	

Actions/Services 3.5.2

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Calvine Staff will investigate opportunities to participate in Intramural Sports and Clubs.</p> <p>Action item does not require funding.</p>	<p>Viira, R., & Koka, A. (2012). Participation in afterschool sport: Relationship to perceived need support, need satisfaction, and motivation in physical education. <i>Kinesiology: International journal of fundamental and applied kinesiology</i>, 44(2), 199-208.</p>	<ul style="list-style-type: none"> • Attendance data, which shows an increase in student attendance. • Graduation rates, which indicate an increase in school participation and academic success. • California Healthy Kids Survey and SEL Survey results, which indicate connectedness with

the school.

Funding Source	Amount	Description of Use	

Site Goal 3.6

The Calvine Community will continue partnerships with community and district programs to provide targeted mentoring, and exposure to community and district organizations.

Metric: Social Emotional Learning

Actions/Services 3.6.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ul style="list-style-type: none"> • 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. 	<p>Caldarella, P., Gomm, R. J., Shatzer, R. H., & Wall, D. G. (2010). School-based mentoring: A study of volunteer motivations and benefits. <i>International Electronic Journal of Elementary Education</i>, 2(2), 199-216. https://eric.ed.gov/?id=EJ1052013</p> <p>Lewis, C. L. (2011). "Can You Help Me?": Exploring the Influence of a Mentoring Program on High School Males' of Color Academic Engagement and Self-perception in School. Michigan State University. Curriculum, Teaching, and Educational Policy.</p>	<ul style="list-style-type: none"> • Graduation rates • Attendance rates • Increase in student engagement and connection to the school as evidenced by LCAP, CHKS, and EGUSD Social-Emotional Survey.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$1300	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$5000	Contracts/Services /Subscriptions	

Site Goal 3.7

Calvine High School will provide a welcoming and inclusive community for all students with equitable practices that increase student learning, wellness, and community connection.

Metric: School Climate

Actions/Services 3.7.1

Principally Targeted Student Group

- All • Black or African American • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ul style="list-style-type: none"> • Calvine High School was identified as a CSI school in 2019. To address the factors that contributed to the CSI status (graduation rate, school culture/suspensions, academic achievement), the Calvine Community will continue our partnership with Innovation Bridge to create a schoolwide action plan. The work is a continuum of the 2019-20 listening sessions. In 2020, Innovation Bridge provided all professional staff learning on equity. In the Spring of 2022, Innovation Bridge facilitated a structured reflection activity for Calvine staff. Calvine will partner with Innovation Bridge to grow a collective vision to address CSI designation. • Calvine will continue our partnership with the MTREC (Monterey Trail Regional Equity Coalition). The Coalition aims to work in solidarity to form an instructional and wellness plan for African 	<p>Singleton, G. (2018). Beyond random acts of equity. <i>The Learning Professional</i>, 39(5), 28-33.</p> <p>Rodela, K. C., & Bertrand, M. (2021). Collective Visioning for Equity: Centering Youth, Family, and Community Leaders in Schoolwide Visioning Processes. <i>Peabody Journal of Education</i>, 96(4), 465-482.</p>	<ul style="list-style-type: none"> • Graduation rates • Attendance rates • Stakeholder feedback surveys: CHKS, EGUSD Social-Emotional Survey, LCAP, local data • Suspension rates • Dashboard data • Innovation Bridge Listening Sessions Data

American students and families in the Monterey Trail region.

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$5000	Contracts/Services /Subscriptions

Actions/Services 3.7.2

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • Filipino • Hispanic or Latino

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Calvine High School will continue and expand our partnership with Improve Your Tomorrow (IYT), which is a well-established mentoring program for males of color in the Sacramento region. Students will benefit from mentoring, college and career field trips, and access to a local network of resources and opportunities.</p> <p>Action item is funding through grants, does not require Calvine funding.</p>	<p>Sáenz, V. B., Ponjuan, L., Segovia Jr, J., & Del Real Viramontes, J. (2015). Developing a Latino mentoring program: Project MALES (mentoring to achieve Latino educational success). <i>New Directions for Higher Education, 2015</i>(171), 75-85.</p> <p>Sánchez, B., Hurd, N. M., Neblett, E. W., & Vaclavik, D. (2018). Mentoring for Black male youth: A systematic review of the research. <i>Adolescent Research Review, 3</i>(3), 259-278.</p>	<p>Calvine HS staff will review the following data points of IYT student participants and male students of color:</p> <ul style="list-style-type: none"> • Graduation rates • Number of grades and credits each quarter and the school year. • Attendance rates • Increase in CAASP and benchmark exams • CHKS and EGUSD SEL Survey results

Funding Source	Amount	Description of Use

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making
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- Other (Site-based/Local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1

Increase involvement with parents and community members.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- Foster Youth • Low Income

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide parents and community members opportunities to become informed and involved in school activities and decision-making.</p> <p>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.</p> <p>Including signage to provide a welcoming environment for all community members.</p>	<p>The Evidence Continues to Grow: Parent Involvement Improves Student Achievement. National Committee for Citizens in Education Special Report. Henderson, Anne T., Ed.</p>	<p>Student, staff and parent surveys</p> <p>CHKS data</p> <p>Open House parent survey with the following goals:</p> <ul style="list-style-type: none"> • solicits feedback regarding parent/guardian perception of Calvine's effectiveness. • Identify areas of needs, and possible solutions to strengthen the school-family partnership and better serve students. • Solicit stakeholder input for decisions regarding ELAC and LCAP.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$500	Materials/Supplies/Equipment	

Actions/Services 4.1.2

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student	What is the Research Confirming this is an Effective	How will you Measure the Effectiveness of each

Group?	Practice?	Action/Service?
<p>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.</p> <p>Continue and increase communication to Calvine families and incoming students, appoint a staff member to update the school website, and manage social media accounts.</p> <p>Purchase annual software license for the creation of parent newsletters and other school publications.</p>	<p>Research and Practice in Parent Involvement: Implications for Teacher Education</p> <p>Gordon E. Greenwood, and Catherine W. Hickman</p>	<p>Student and Parent likes and follows on Facebook, Twitter and Instagram.</p> <p>Increased correspondence and communication with parents and guardians.</p> <p>Open House parent survey with the following goals:</p> <ul style="list-style-type: none"> • solicits feedback regarding parent/guardian perception of Calvine's effectiveness. • Identify areas of needs, and possible solutions to strengthen the school-family partnership and better serve students. • Solicit stakeholder input for decisions regarding ELAC and LCAP.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$3000	Contracts/Services /Subscriptions	

Actions/Services 4.1.3

Principally Targeted Student Group

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Events and activities may include, but not limited to:</p> <p><u>Events</u></p> <ul style="list-style-type: none"> • Awards and Recognition • Back to School Night • Cash for College and other FAFSA Events • College and Career Day • ELAC • Navigating ParentVUE 	<p>"Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement", Chris Ferguson and Victor Rodriguez</p> <p>https://files.eric.ed.gov/fulltext/ED486338.pdf</p>	<ul style="list-style-type: none"> • 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.

- Open House
- Outside community and guest speakers

Materials

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

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$500	Materials/Supplies/Equipment

Site Goal 4.2

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

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

- Foster Youth • Low Income • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ul style="list-style-type: none"> • Calvine will partner with the EGUSD alternative education schools to train and hire a classified employee to support student attendance. • Implement an 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 home visits. 	<p>Ginsburg, A., Jordan, P., & Chang, H. (2014). Absences Add Up: How School Attendance Influences Student Success. <i>Attendance Works</i>.</p>	<ul style="list-style-type: none"> • Attendance data • Chronic absenteeism • Students, staff, and parent surveys • CHKS data • RT pass usage

- 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.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$20000	Classified- Salaries	

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) | 2022 - 2023

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2312 Education Fees 0000 Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$2,000	\$0	\$3,000	\$0	\$0
2410 Continuation Education 0000 Unrestricted	0.0000	\$0	\$11,453	\$11,453	\$11,453	\$0	\$0	\$0	\$0
2470 Extended Day 0000 Unrestricted	0.0000	\$0	\$1,922	\$1,922	\$1,922	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	0.0000	\$0	\$50,000	\$50,000	\$27,000	\$0	\$23,000	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.0000	\$0	\$2,301	\$2,301	\$2,301	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$51,290	\$51,290	\$19,990	\$5,000	\$2,300	\$24,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$122,966	\$122,966	\$64,666	\$5,000	\$29,300	\$24,000	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$51,290
Subtotal of state or local funds included for this school	\$71,676

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
