

## California Department of Education School Accountability Report Card

Reported Using Data from the 2022 - 2023 School Year  
Published During 2023 - 2024

### For: **Calvine High School**

**Address:** 8333 Vintage Park Dr, Sacramento, CA 95828  
**Principal:** Tobi Page

**Phone:** 916-689-7502  
**Grade Span:** 9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents and community members should contact the school principal or the district office.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### District Contact Information (School Year 2023 - 2024)

|                       |  |
|-----------------------|--|
| <b>District Name</b>  | Elk Grove Unified  |
| <b>Phone Number</b>   | (916) 686-5085   |
| <b>Web Site</b>       | <a href="http://www.egusd.net">www.egusd.net</a>           |
| <b>Superintendent</b> | Christopher R. Hoffman                                     |
| <b>E-mail Address</b> | <a href="mailto:choffman@egusd.net">choffman@egusd.net</a> |

### School Contact Information (School Year 2023 - 2024)

|   |   |
|---|---|
| <b>School Name</b>                      | Calvine High School                                       |
| <b>Street</b>                           | 8333 Vintage Park Dr                                      |
| <b>City, State, Zip</b>                 | Sacramento, CA 95828                                      |
| <b>Phone Number</b>                     | 916-689-7502  |
| <b>Principal</b>                        | Tobi Page   |
| <b>E-mail Address</b>                   | <a href="mailto:tpage@egusd.net">tpage@egusd.net</a>      |
| <b>Web Site</b>                         | <a href="https://CHS.egusd.net">https://CHS.egusd.net</a> |
| <b>County-District-School(CDS) Code</b> | 34673143430311  |

### School Description and Mission Statement (School Year 2023 - 2024)

Calvine High School is a second-chance learning community dedicated to the academic re-engagement and personal wellness of its students. As an alternative setting, we offer a supportive learning environment with engaging classrooms that deliver rigorous standards-based instruction. Our Positive Behavioral Interventions and Supports (PBIS) program has two tiers of support, which foster a warm and supportive school community.

In collaboration with individuals and community organizations, Calvine High School maintains strategic partnerships to broaden student learning opportunities. Our instructional program encompasses two career technical education (CTE) Pathways: Information Technology Support Specialist (ITSS), Mechanical Systems Installation and Repair, and a complete Visual Arts program and English Language Learner support.

As a Title I school, Calvine High School is eligible for additional federal funding to create programs to enhance student academic achievement and overall wellness. Emphasizing the importance of strong parent and community involvement, we actively encourage Calvine families to participate in school site council and Title I meetings, which provide a platform to discuss and contribute to student support programs.

At Calvine High School, we prioritize the safety and success of our students, grounded in our core values of being Considerate, Productive, and Responsible.

We look forward to partnering with you,  
Dr. Tobi Page  
Principal of Calvine High School

### Student Enrollment by Grade Level (School Year 2022 - 2023)

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 0                  |
| Grade 1          | 0                  |
| Grade 2          | 0                  |
| Grade 3          | 0                  |
| Grade 4          | 0                  |
| Grade 5          | 0                  |
| Grade 6          | 0                  |
| Grade 7          | 0                  |
| Grade 8          | 0                  |
| Grade 9          | 0                  |
| Grade 10         | 0                  |
| Grade 11         | 36                 |
| Grade 12         | 116                |
| Total Enrollment | 152                |

### Student Enrollment by Student Group (School Year 2022 - 2023)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 43.40%                      |
| Male                                | 56.60%                      |
| Non-Binary                          | 0.00%                       |
| American Indian or Alaska Native    | 1.30%                       |
| Asian                               | 11.80%                      |
| Black or African American           | 17.10%                      |
| Filipino                            | 3.30%                       |
| Hispanic or Latino                  | 43.40%                      |
| Native Hawaiian or Pacific Islander | 1.30%                       |
| Two or More Races                   | 9.20%                       |
| White                               | 12.50%                      |
| English Learners                    | 11.80%                      |
| Foster Youth                        | 2.60%                       |
| Homeless                            | 3.30%                       |
| Migrant                             | 0.00%                       |
| Socioeconomically Disadvantaged     | 66.40%                      |
| Students with Disabilities          | 7.90%                       |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Preparation and Placement (School Year 2020 - 2021)

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 4.10          | 48.71%         | 2617.20         | 92.08%           | 228366.10    | 83.12%        |
| Intern Credential Holders Properly Assigned   | 0.00          | 0.00%          | 22.10           | 0.78%            | 4205.90      | 1.53%         |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      | 0.00          | 0.00%          | 44.70           | 1.57%            | 11216.70     | 4.08%         |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 4.30          | 51.18%         | 54.70           | 1.93%            | 12115.80     | 4.41%         |
| Unknown/Incomplete/NA   | 0.00          | 0.00%          | 103.30          | 3.64%            | 18854.30     | 6.86%         |
| Total Teaching Positions  | 8.50          | 100.00%        | 2842.20         | 100.00%          | 274759.10    | 100.00%       |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teacher Preparation and Placement (School Year 2021 - 2022)

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 6.00          | 56.48%         | 2737.20         | 90.11%           | 234405.20    | 84.00%        |
| Intern Credential Holders Properly Assigned   | 0.80          | 7.80%          | 24.80           | 0.82%            | 4853.00      | 1.74%         |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      | 0.00          | 0.00%          | 42.20           | 1.39%            | 12001.50     | 4.30%         |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 3.70          | 35.62%         | 72.10           | 2.37%            | 11953.10     | 4.28%         |
| Unknown/Incomplete/NA   | 0.00          | 0.00%          | 161.10          | 5.30%            | 15831.90     | 5.67%         |
| Total Teaching Positions  | 10.60         | 100.00%        | 3037.40         | 100.00%          | 279044.80    | 100.00%       |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment                              | 2020 - 2021<br>Number | 2021 - 2022<br>Number |
|---|-----------------------|-----------------------|
| Permits and Waivers                                   | 0.00                  | 0.00                  |
| Misassignments  | 0.00                  | 0.00                  |
| Vacant Positions                                      | 0.00                  | 0.00                  |
| Total Teachers Without Credentials and Misassignments | 0.00                  | 0.00                  |

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator  | 2020 - 2021<br>Number | 2021 - 2022<br>Number |
|--|-----------------------|-----------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00                  | 0.00                  |
| Local Assignment Options                               | 4.30                  | 3.70                  |
| Total Out-of-Field Teachers                            | 4.30                  | 3.70                  |

### Class Assignments

| Indicator  | 2020 - 2021<br>Number | 2021 - 2022<br>Number |
|--|-----------------------|-----------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0.00%                 | 0.00%                 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00%                 | 0.00%                 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2023 - 2024)

Year and month in which data were collected: September 5, 2023

| Subject  | Textbooks and Instructional Materials   Year of Adoption (Translation of textbook names available on request)   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|---|----------------------------|--|
| <b>Reading/Language Arts</b>   | <b>All English/Language Arts books K-12 are provided one per student.</b>   |                            |  |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.   | TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016   | Yes                        | 0  |
| <i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:   | K- <i>Your Turn Practice Book</i><br>1st- <i>Literature Anthology units 1-4, Your Turn Practice Book</i><br>2nd-6th: <i>Literature Anthology, Your Turn Practice Book</i><br>Adopted EGUSD 2016                       | Yes                        | 0  |
| <i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:  | 7th-8th - Student Edition<br>Adopted EGUSD 2017   | Yes                        | 0  |
| English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:         | 9th-12th - Student Edition<br><i>CA StudySync</i> by McGraw Hill, © 2017<br>Adopted EGUSD 2017<br><br>10th Honors - <i>Advanced Language &amp; Literature</i> , Bedford, Freeman & Worth © 2016<br>Adopted EGUSD 2018 | Yes                        | 0  |
| AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:     | AP Courses:<br>11th - <i>Language of Composition</i> , Bedford/St. Martins © 2023<br>Adopted EGUSD 2023<br><br>12th - <i>Literature &amp; Composition</i> , Bedford/St. Martins © 2022<br>Adopted EGUSD 2022          | Yes                        | 0  |
| IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:     | IB Courses:<br><i>Theory of Knowledge</i> , Oxford University Press © 2020<br>Adopted EGUSD 2020<br><br><i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2019;<br>Adopted EGUSD 2021       | Yes                        | 0  |
| <b>Mathematics</b>   | <b>All Math books K-12 are provided one per student.</b>  |                            |  |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.   | TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016   | Yes                        | 0  |
| <i>Envision Math</i> , © 2020, © 2021 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:    | K-6th - Student Edition and Practice workbook<br>Adopted EGUSD 2023   | Yes                        | 0  |
| Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 7th-8th<br><i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015;<br>Adopted EGUSD 2015<br><br>8th<br><i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015                                   | Yes                        | 0  |

|   |  |   |   |
|---|--|---|---|
| Adopted EGUSD 2015  |  |   |   |
| Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 9th-12th<br>Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015<br>Adopted EGUSD 2015   | Yes   | 0 |
|   | <i>Statistics &amp; Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018<br>Adopted EGUSD 2018  |   |   |
| AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:              | AP Courses:<br><i>Calculus: Graphical, Numerical</i> , Pearson 2016;<br><i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015<br>Adopted EGUSD 2016   | Yes   | 0 |
|   | <i>Calculus 11th edition</i> , Cengage © 2018<br>Adopted EGUSD 2018  |   |   |
| IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:              | IB Courses:<br><i>Calculus: Graphical, Numerical</i> , Pearson © 2016<br>Adopted EGUSD 2016  |   |   |
|   | <i>Mathematics Core Topics SL1</i> © 2019;<br><i>Mathematics Core Topics HL1</i> © 2019;<br><i>Mathematics Analysis &amp; Approaches SL2</i> © 2019; <i>Mathematics Analysis &amp; Approaches HL2</i> © 2019; <i>Mathematics Applications &amp; Interpretation SL2</i> © 2019, Haese Mathematics<br>Adopted EGUSD 2020   | Yes   | 0 |
| <b>Science</b>  |  | <b>All 2-12 Science books are provided one per student.</b> |   |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education   | TK - <i>Big Book Package</i> . No student materials.<br>Adopted EGUSD 2016   | Yes   | 0 |
| Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:   | K - Big Book Package (3)<br>1st - Big Book Package (3)<br>2nd - Investigation Notebook (3)<br>3rd - 5th Investigation Notebook (4)<br>Adopted EGUSD 2021   | Yes   | 0 |
| Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:  | 6th - <i>Earth &amp; Space Science</i><br>7th - <i>Life Science</i><br>8th - <i>Physical Science</i><br>Adopted EGUSD 2020   | Yes   | 0 |
| Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:                      | <i>Chemistry in the Community</i> © 2006, VHPS;<br>Adopted EGUSD 2006<br><br><i>Foundations in Microbiology</i> , McGraw Hill, © 2005<br>Adopted EGUSD 2008<br><br><i>The Living Earth</i> , © 2019, <i>Physics in the Universe</i> , © 2019, <i>STEMscopes</i> , <i>Experience Chemistry</i> , © 2019 Pearson;<br>Adopted EGUSD 2020<br><br><i>Foundations of Astronomy</i> , Cengage © 2019, <i>Criminalistics</i> , Pearson © 2021, <i>Hole's Essentials of Anatomy &amp; Physiology</i> © 2021, McGraw Hill; <i>Visualizing Environmental Science</i> , McGraw Hill © 2017; Adopted EGUSD 2022 | Yes   | 0 |

|   |   |  |   |
|---|---|--|---|
| AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:                     | AP Courses: <i>College Physics, 9th Ed., Cengage</i> © 2012<br>Adopted EGUSD 2014   |  |   |
|   | <i>Campbell Biology in Focus</i> , Pearson © 2020;<br><i>Chemistry: A Molecular Approach</i> , Pearson © 2023;<br><i>Environmental Science for the AP Course</i> , Bedford/St. Martin © 2019;<br>Adopted EGUSD 2022   | Yes  | 0 |
| IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:                    | IB Courses:   |  |   |
|   | <i>Higher Level Biology</i> , 2nd Ed., Pearson © 2014;<br><i>Standard Level Chemistry</i> , 2nd Edition, Pearson © 2014;<br><i>Higher Level Chemistry</i> , 2nd Edition, Pearson © 2014;<br>Adopted EGUSD 2015  | Yes  | 0 |
| <b>History-Social Science</b>   |   | <b>All 1-12 History-Social Science books are provided one per student.</b> |   |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education   | TK - <i>Big Book Package</i> . No student materials.<br>Adopted EGUSD 2016  | Yes  | 0 |
| <i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:  | K- <i>Learning and Working Now and Long Ago</i><br>1st - <i>A Child's Place in Time and Space</i><br>2nd - <i>People Who Make a Difference</i><br>3rd - <i>Continuity and Change</i><br>4th - <i>California: A Changing State</i><br>5th - <i>US History: Making a New Nation</i><br>Adopted EGUSD 2019 | Yes  | 0 |
|   | 6th - <i>Ancient Civilizations</i><br>7th - <i>Medieval to Early Modern Times</i><br>8th - <i>United States History &amp; Geography</i><br>Adopted EGUSD 2019   | Yes  | 0 |
| Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:     | <i>World History Culture &amp; Geography: The Modern World</i> © 2019, <i>United States History &amp; Geography, Continuity &amp; Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill<br>Adopted EGUSD 2020                           | Yes  | 0 |
|   | <i>Geography Alive! Digital curriculum, TCI</i><br>Adopted EGUSD 2022   |  |   |
| AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses:<br><i>Human Geography, A Spatial Perspective</i> © 2021, Cengage;<br>Adopted EGUSD 2022   |  |   |
|   | <i>Give Me Liberty!</i> © 2020, W.W. Norton; <i>Ways of the World</i> © 2023, <i>American Government</i> © 2021, <i>Comparative Government</i> © 2023, <i>Krugman's Economics</i> © 2023, Bedford Freeman & Worth;<br>Adopted EGUSD 2023  | Yes  | 0 |
| IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses:<br><i>History of the Americas</i> © 2015;<br>Adopted EGUSD 2017   |  |   |
|   | <i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press;<br><i>Authoritarian States</i> , © 2015, Oxford University Press<br>Adopted EGUSD 2018   | Yes  | 0 |
|   | <i>Global Politics</i> , © 2017, Oxford University Press<br>Adopted EGUSD 2022  |  |   |



| Foreign Language   | All 7-12 World language books are provided one per student.   |     |   |
|--|---|-----|---|
| World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.                 | <p><i>Adventures in Japanese 1 &amp; 2</i>, Cheng &amp; Tsui © 2016; <i>Dekiru!</i>, Cheng &amp; Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i>, EMC-Carnegie © 2017; <i>EntreCultures 1,2,3</i>, Wayside © 2020; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i>, Wayside © 2017; <i>EntreCulturas 4</i>, Wayside © 2021<br/>Adopted EGUSD 2021</p> <p><i>Adventures in Japanese 3</i>, Cheng &amp; Tsui, © 2018;<br/>Adopted EGUSD 2023</p> | Yes | 0 |
| AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.  | <p>AP Courses:<br/><i>Dekiru!</i>, Cheng &amp; Tsui, © 2017; <i>Neue Blockwinkel</i>, Wayside, © 2017; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>Triangulo A Preciado</i>, Wayside © 2019; <i>Azulejo</i>, Wayside © 2012<br/>Adopted EGUSD 2021</p>  | Yes | 0 |
| IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | <p>IB Courses: <i>French B Course Companion</i>, <i>Spanish B Course Companion</i>, © 2018, Oxford University Press<br/>Adopted EGUSD 2019</p> <p><i>Dekiru!</i>, © 2017, Cheng &amp; Tsui<br/>Adopted EGUSD 2022</p> <p><i>Adventures in Japanese 3</i>, Cheng &amp; Tsui, © 2018;<br/>Adopted EGUSD 2023</p>  | Yes | 0 |

| Visual and Performing Arts  |  |       |
|---|--|-------|
| All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.  | 7th-8th:<br><i>Tradition of Excellence</i> , Beacon Music © 2011;<br>Adopted EGUSD 2018  | Yes 0 |
|   | 9-12th:<br><i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016;<br>Adopted EGUSD 2018 | Yes 0 |
| AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | AP Courses:<br><i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005;<br>Adopted EGUSD 2005<br><br><i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006;<br>Adopted EGUSD 2018   | Yes 0 |
| Health  | All 9-12 Health books are provided one per student.  |       |
| All high school textbooks are from the most recent adoption of the local governing Board of Education.  | <i>Glencoe Health</i> , McGraw Hill © 2022<br>Adopted EGUSD 2021   | Yes 0 |
| Science Laboratory Equipment (grades 9-12)  | All 9-12 students utilizing a lab have access to appropriate equipment.  |       |

### School Facility Conditions and Planned Improvements (School Year 2023 - 2024)

This school has 11 classrooms, a multipurpose room, and an administration building. The main campus was built in 1991.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

### School Facility Good Repair Status

Year and month of the most recent FIT report : 4/7/2023

| System Inspected  | Good | Fair | Poor | Repair Needed and Action Taken or Planned |
|---|------|------|------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | X    |      |      | N/A                                       |
| <b>Interior:</b> Interior Surfaces                                      | X    |      |      | N/A                                       |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | X    |      |      | N/A                                       |
| <b>Electrical:</b> Electrical   | X    |      |      | N/A                                       |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | X    |      |      | N/A                                       |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | X    |      |      | N/A                                       |
| <b>Structural:</b> Structural Damage, Roofs                             | X    |      |      | N/A                                       |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | X    |      |      | N/A                                       |

### Overall Facility

Year and month of the most recent FIT report: 4/7/2023

### Overall Rating

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X         |      |      |      |

The district's maintenance and grounds departments work with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. A summary of these standards is available at the school office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

Summer of 2019, the roof was replaced on all Calvine classrooms and buildings. Fall of 2021, the shop building was renovated for the Mechanical Systems Installation and Repair Program.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessment [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing state-administered assessments Percentage of Students Meeting or Exceeding the State Standards

| Subject   | School<br>2021 - 2022 | School<br>2022 - 2023 | District<br>2021 - 2022 | District<br>2022 - 2023 | State<br>2021 -<br>2022 | State<br>2022 -<br>2023 |
|---|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 5%                    | 25%                   | 52%                     | 51%                     | 47%                     | 46%                     |
| Mathematics<br>(grades 3-8 and 11)                    | 0%                    | 3%                    | 40%                     | 40%                     | 33%                     | 34%                     |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven  
(School Year 2022 - 2023)

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 64               | 60            | 93.75          | 6.25               | 25.00                   |
| Female  | 23               | 23            | 100.00         | 0.00               | 30.43                   |
| Male  | 41               | 37            | 90.24          | 9.76               | 21.62                   |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                       |
| Asian   | --               | --            | --             | --                 | --                      |
| Black or African American                     | 13               | 13            | 100.00         | 0.00               | 7.69                    |
| Filipino                                      | 0                | 0             | 0              | 0                  | 0                       |
| Hispanic or Latino                            | 29               | 27            | 93.10          | 6.90               | 29.63                   |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White   | 11               | 11            | 100.00         | 0.00               | 45.45                   |
| English Learners                              | 15               | 14            | 93.33          | 6.67               | 14.29                   |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | 41               | 37            | 90.24          | 9.76               | 18.92                   |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | --               | --            | --             | --                 | --                      |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven  
(School Year 2022 - 2023)

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 65               | 61            | 93.85          | 6.15               | 3.28                    |
| Female  | 23               | 22            | 95.65          | 4.35               | 4.55                    |
| Male  | 42               | 39            | 92.86          | 7.14               | 2.56                    |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                       |
| Asian   | --               | --            | --             | --                 | --                      |
| Black or African American                     | 13               | 13            | 100.00         | 0.00               | 0.00                    |
| Filipino                                      | 0                | 0             | 0              | 0                  | 0                       |
| Hispanic or Latino                            | 30               | 27            | 90.00          | 10.00              | 3.70                    |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White   | 11               | 11            | 100.00         | 0.00               | 9.09                    |
| English Learners                              | 16               | 15            | 93.75          | 6.25               | 0.00                    |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | 42               | 38            | 90.48          | 9.52               | 0.00                    |
| Students Receiving Migrant Education Services | --               | --            | --             | --                 | --                      |
| Students with Disabilities                    | --               | --            | --             | --                 | --                      |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students - Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject                                | School<br>2021 - 2022 | School<br>2022 - 2023 | District<br>2021 - 2022 | District<br>2022 - 2023 | State<br>2021 - 2022 | State<br>2022 - 2023 |
|--|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| Science (grades 5, 8, and high school) | 3.81                  | 3.41                  | 34.66                   | 36.18                   | 29.47                | 30.29                |

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight, and High School**  
**(School Year 2022 - 2023)**

| Student Group                                 | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not Tested | Percent<br>Met or Exceeded |
|---|---------------------|------------------|-------------------|-----------------------|----------------------------|
| All Students                                  | 116                 | 88               | 75.86             | 24.14                 | 3.41                       |
| Female  | 53                  | 40               | 75.47             | 24.53                 | 2.50                       |
| Male  | 63                  | 48               | 76.19             | 23.81                 | 4.17                       |
| American Indian or Alaska Native              | 0                   | 0                | 0                 | 0                     | 0                          |
| Asian   | 11                  | 9                | 81.82             | 18.18                 | --                         |
| Black or African American                     | 22                  | 19               | 86.36             | 13.64                 | 0.00                       |
| Filipino                                      | --                  | --               | --                | --                    | --                         |
| Hispanic or Latino                            | 50                  | 37               | 74.00             | 26.00                 | 0.00                       |
| Native Hawaiian or Pacific Islander           | --                  | --               | --                | --                    | --                         |
| Two or More Races                             | --                  | --               | --                | --                    | --                         |
| White   | 21                  | 14               | 66.67             | 33.33                 | 21.43                      |
| English Learners                              | 16                  | 12               | 75.00             | 25.00                 | 0.00                       |
| Foster Youth                                  | --                  | --               | --                | --                    | --                         |
| Homeless                                      | --                  | --               | --                | --                    | --                         |
| Military                                      | --                  | --               | --                | --                    | --                         |
| Socioeconomically Disadvantaged               | 81                  | 64               | 79.01             | 20.99                 | 1.56                       |
| Students Receiving Migrant Education Services | 0                   | 0                | 0                 | 0                     | 0                          |
| Students with Disabilities                    | --                  | --               | --                | --                    | --                         |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### Career Technical Education (CTE) Programs (School Year 2023 - 2024)

Our school prepares students to succeed in real-world contexts by developing conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Our teachers have directed efforts toward establishing school-to-work structures within curricular areas for all students, including those with special needs. Advisors/Guidance Counselors offer additional support. Calvin CTE Pathways: Mechanical Systems Installation and Repair- The pathway curriculum covers installation and repair of plumbing, Heating/Ventilating and Air Conditioning (HVAC), and other skilled trades that residential and commercial construction utilize. IT (Information Technology) Support Specialist - Prepares students for careers in computer technical support. The program curriculum consists of the Google IT Support and Professional Certificate, which provides training for the professional workplace. In addition, students learn cybersecurity skills and web development. In addition to the pathways, Calvin High School is structured to provide credit remediation to help students complete district and state graduation standards.

### Career Technical Education Participation (School Year 2022 - 2023)

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 209                       |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma                                   | 63.60%                    |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0.00%                     |

### Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2022 - 2023 Pupils Enrolled in Courses Required for UC/CSU Admission          | 98.06%  |
| 2021 - 2022 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00%   |



**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

[California Physical Fitness Test Results \(School Year 2022 - 2023\)](#)

| Grade Level | Component 1:<br>Aerobic<br>Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk<br>Extensor and<br>Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|-------------------------------------|--|--|---|-----------------------------|
| 5           |                                     |  |  |   |                             |
| 7           |                                     |  |  |   |                             |
| 9           |                                     |  |  |   |                             |

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## **C. Engagement**

### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### **Opportunities for Parental Involvement (School Year 2023 - 2024)**

|  |
|--|
| All parents are welcome and encouraged to attend our annual Fall Back to School Night and Spring Open House. In addition, the School Site Council works with the principal to develop and monitor school improvement plans and the site budget. For more information on parent involvement opportunities, please contact the principal, Dr. Page, at 689-7502. |
|--|

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates
- High school graduation rates
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator          | School<br>2020 -<br>2021 | School<br>2021 -<br>2022 | School<br>2022 -<br>2023 | District<br>2020 -<br>2021 | District<br>2021 -<br>2022 | District<br>2022 -<br>2023 | State<br>2020 -<br>2021 | State<br>2021 -<br>2022 | State<br>2022 -<br>2023 |
|--------------------|--------------------------|--------------------------|--------------------------|----------------------------|----------------------------|----------------------------|-------------------------|-------------------------|-------------------------|
| Dropout Rate       | 12.2%                    | 7%                       | 12.8%                    | 5.3%                       | 4.3%                       | 5.2%                       | 9.4%                    | 7.8%                    | 8.2%                    |
| Graduation<br>Rate | 62.6%                    | 78.9%                    | 68.4%                    | 88.2%                      | 91.1%                      | 88.9%                      | 83.6%                   | 87%                     | 86.2%                   |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022 - 2023)

| Student Group                                    | Number of Students in<br>Cohort | Number of Cohort<br>Graduates | Cohort Graduation Rate |
|--|---------------------------------|-------------------------------|------------------------|
| All Students                                     | 133                             | 91                            | 68.4                   |
| Female   | 53                              | 41                            | 77.4                   |
| Male   | 80                              | 50                            | 62.5                   |
| Non-Binary                                       | 0.0                             | 0.0                           | 0.0                    |
| American Indian or Alaska Native                 | 0                               | 0                             | 0.00                   |
| Asian  | 16                              | 12                            | 75.0                   |
| Black or African American                        | 25                              | 18                            | 72.0                   |
| Filipino   | --                              | --                            | --                     |
| Hispanic or Latino                               | 54                              | 35                            | 64.8                   |
| Native Hawaiian or Pacific Islander              | --                              | --                            | --                     |
| Two or More Races                                | 15                              | 9                             | 60.0                   |
| White  | 15                              | 11                            | 73.3                   |
| English Learners                                 | 24                              | 14                            | 58.3                   |
| Foster Youth                                     | --                              | --                            | --                     |
| Homeless   | --                              | --                            | --                     |
| Socioeconomically Disadvantaged                  | 115                             | 79                            | 68.7                   |
| Students Receiving Migrant Education<br>Services | 0.0                             | 0.0                           | 0.0                    |
| Students with Disabilities                       | 15                              | 6                             | 40.0                   |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### Chronic Absenteeism by Student Group (School Year 2022 - 2023)

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 258                   | 239                                     | 187                       | 78.2%                    |
| Female  | 106                   | 96                                      | 80                        | 83.3%                    |
| Male  | 152                   | 143                                     | 107                       | 74.8%                    |
| Non-Binary                                    | 0                     | 0                                       | 0                         | 0.0%                     |
| American Indian or Alaska Native              | 2                     | 2                                       | 2                         | 100.0%                   |
| Asian   | 32                    | 32                                      | 21                        | 65.6%                    |
| Black or African American                     | 54                    | 48                                      | 36                        | 75.0%                    |
| Filipino                                      | 5                     | 5                                       | 5                         | 100.0%                   |
| Hispanic or Latino                            | 104                   | 98                                      | 79                        | 80.6%                    |
| Native Hawaiian or Pacific Islander           | 4                     | 4                                       | 3                         | 75.0%                    |
| Two or More Races                             | 23                    | 18                                      | 17                        | 94.4%                    |
| White   | 34                    | 32                                      | 24                        | 75.0%                    |
| English Learners                              | 44                    | 42                                      | 30                        | 71.4%                    |
| Foster Youth                                  | 6                     | 6                                       | 6                         | 100.0%                   |
| Homeless                                      | 10                    | 9                                       | 8                         | 88.9%                    |
| Socioeconomically Disadvantaged               | 171                   | 160                                     | 133                       | 83.1%                    |
| Students Receiving Migrant Education Services | 1                     | 0                                       | 0                         | 0.0%                     |
| Students with Disabilities                    | 26                    | 23                                      | 20                        | 87.0%                    |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

| Rate        | School<br>2020 -<br>2021 | School<br>2021 -<br>2022 | School<br>2022 -<br>2023 | District<br>2020 -<br>2021 | District<br>2021 -<br>2022 | District<br>2022 -<br>2023 | State<br>2020 -<br>2021 | State<br>2021 -<br>2022 | State<br>2022 -<br>2023 |
|-------------|--------------------------|--------------------------|--------------------------|----------------------------|----------------------------|----------------------------|-------------------------|-------------------------|-------------------------|
| Suspensions | 0.00%                    | 7.50%                    | 5.04%                    | 0.12%                      | 4.22%                      | 3.81%                      | 0.20%                   | 3.17%                   | 3.60%                   |
| Expulsions  | 0.0%                     | 0.0%                     | 0.0%                     | 0.0%                       | 0.0%                       | 0.0%                       | 0.0%                    | 0.1%                    | 0.1%                    |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Suspensions and Expulsions by Student Group (School Year 2022 - 2023)**

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 5.04%            | 0.00%           |
| Female  | 4.72%            | 0.00%           |
| Male  | 5.26%            | 0.00%           |
| Non-Binary                                    | 0.00%            | 0.00%           |
| American Indian or Alaska Native              | 0.00%            | 0.00%           |
| Asian   | 6.25%            | 0.00%           |
| Black or African American                     | 3.70%            | 0.00%           |
| Filipino                                      | 0.00%            | 0.00%           |
| Hispanic or Latino                            | 5.77%            | 0.00%           |
| Native Hawaiian or Pacific Islander           | 0.00%            | 0.00%           |
| Two or More Races                             | 4.35%            | 0.00%           |
| White   | 5.88%            | 0.00%           |
| English Learners                              | 4.55%            | 0.00%           |
| Foster Youth                                  | 0.00%            | 0.00%           |
| Homeless                                      | 0.00%            | 0.00%           |
| Socioeconomically Disadvantaged               | 4.09%            | 0.00%           |
| Students Receiving Migrant Education Services | 0.00%            | 0.00%           |
| Students with Disabilities                    | 7.69%            | 0.00%           |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### School Safety Plan (School Year 2023 - 2024)

Safety is our highest priority in order to maintain order and the instructional environment. In November 2023, our staff reviewed and updated our School Safety Plan, emphasizing student safety before, during, and after school. The office houses the "Emergency Handbook," which outlines a plan of action for emergencies such as earthquakes, fires, floods, campus intruders, and chemical spills. The district's Police Services Department works closely with our school site to provide all students with a safe, secure environment. A gated fence encloses the campus perimeter to ensure safety and protection during school hours. Before visiting the Calvin campus, visitors must be cleared by the Calvin Administration. All visitors are required to sign a visitor log-in to the main office.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2020 - 2021)

| Subject        | Average Class Size | Number of Classes*<br>1-22 | Number of Classes*<br>23-32 | Number of Classes*<br>33+ |
|----------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English        | 9                  | 13                         | 0                           | 0                         |
| Mathematics    | 9                  | 5                          | 1                           | 0                         |
| Science        | 14                 | 2                          | 1                           | 0                         |
| Social Science | 15                 | 6                          | 4                           | 0                         |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2021 - 2022)

| Subject        | Average Class Size | Number of Classes*<br>1-22 | Number of Classes*<br>23-32 | Number of Classes*<br>33+ |
|----------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English        | 7                  | 20                         | 0                           | 0                         |
| Mathematics    | 14                 | 5                          | 0                           | 0                         |
| Science        | 13                 | 7                          | 0                           | 0                         |
| Social Science | 17                 | 9                          | 0                           | 0                         |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2022 - 2023)

| Subject        | Average Class Size | Number of Classes*<br>1-22 | Number of Classes*<br>23-32 | Number of Classes*<br>33+ |
|----------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English        | 7                  | 22                         | 0                           | 0                         |
| Mathematics    | 10                 | 6                          | 0                           | 0                         |
| Science        | 17                 | 6                          | 0                           | 0                         |
| Social Science | 15                 | 10                         | 0                           | 0                         |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselors (School Year 2022 - 2023)

| Title                          | Ratio |
|--------------------------------|-------|
| Pupils to Academic Counselors* | 152   |

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2022 - 2023)

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1                                 |
| Library Media Teacher (Librarian)                             |                                   |
| Library Media Services Staff (paraprofessional)               |                                   |
| Psychologist  |                                   |
| Social Worker   |                                   |
| Nurse   |                                   |
| Speech/Language/Hearing Specialist                            |                                   |
| Resource Specialist (non-teaching)                            |                                   |
| Other   |                                   |

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021 - 2022)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/ Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|---|------------------------------|---|--|------------------------|
| School Site                                   | \$1,269                      | \$1,269   | \$0  | \$75,669               |
| District                                      | N/A                          | N/A   | \$6,240                                      | \$83,800               |
| Percent Difference - School Site and District | N/A                          | N/A   | -200.00%                                     | -10.20%                |
| State   | N/A                          | N/A   | \$7,607                                      | \$87,885               |
| Percent Difference - School Site and State    | N/A                          | N/A   | -200.00%                                     | -14.94%                |

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2023 - 2024)

|   |
|---|
| The Calvine High School Staff are highly qualified to support students with a variety of academic and social-emotional needs. All Calvine High School students participate in an Advisory course, which provides social-emotional learning, PBIS activities, and college and career counseling. Calvine High School has two CTE Pathways: --Mechanical Systems Installation and Repair --IT (Information Technology) Support Specialist |
|---|



### Teacher and Administrative Salaries (Fiscal Year 2021 - 2022)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$49,100        | \$55,550                                     |
| Mid-Range Teacher Salary                      | \$70,352        | \$80,703                                     |
| Highest Teacher Salary                        | \$102,103       | \$109,418                                    |
| Average Principal Salary (Elementary)         | \$129,846       | \$137,703                                    |
| Average Principal Salary (Middle)             | \$129,165       | \$143,760                                    |
| Average Principal Salary (High)               | \$141,477       | \$159,021                                    |
| Superintendent Salary                         | \$370,598       | \$319,443                                    |
| Percent of Budget for Teacher Salaries        | 34.34%          | 30.35%                                       |
| Percent of Budget for Administrative Salaries | 3.71%           | 4.87%  |

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2022 - 2023)

Percent of Students in AP Courses: 0%

| Subject                   | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science          | 0                             |
| English                   | 0                             |
| Fine and Performing Arts  | 0                             |
| Foreign Language          | 0                             |
| Mathematics               | 0                             |
| Science                   | 0                             |
| Social Science            | 0                             |
| Total AP Courses Offered* | 0                             |

\*Where there are student course enrollments of at least one student.

### Professional Development

The district provides a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. Our staff development focuses on developing formative and summative assessments and classroom instructional strategies. Every Monday is an early release day, which provides Calvine Staff focused time to work with district coaches on instructional and wellness programs.

|   | 2021 - 2022 | 2022 - 2023 | 2023 - 2024 |
|---|-------------|-------------|-------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 28          | 28          | 28          |