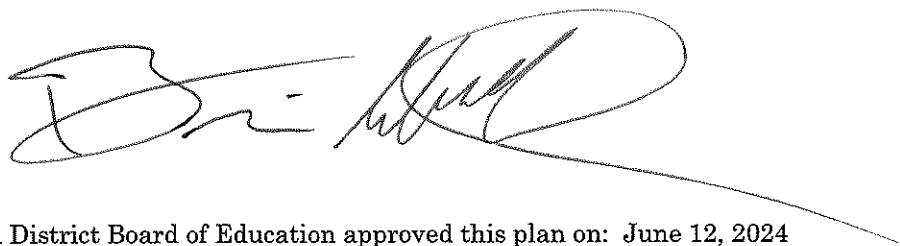


McLane High

10621666006068

Principal's Name: Brian Wulf

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Brian Wulf', with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

Table of Contents	
Topic	Details
Cover Page	CDS Code with Signature
Table of Contents	Listing of SPSA Contents and District Goals
Centralized Services	N/A
School Site Council Assurances	Consolidated Program Assurances
School Site Council (SSC)	Members list
Required Signatures	Principal and SSC Chairperson
Budget	Site Allocations
School Quality Review Process	<ul style="list-style-type: none">Needs Assessment: Data Analysis and identification of needs and goalsActions designed to meet needs and targeted goalsBudget allocations and planned expenditures
Additional Documents	SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum

District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

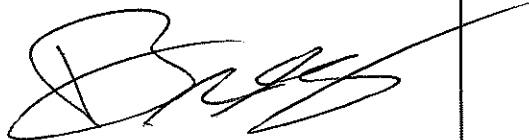

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Brian Wulf	X				
2. Chairperson – Evan Galvan		X			
3. Robert Hayes		X			
4. Andrew Orelup		X			
5. Byanca Leyva		X			
6. Ka Yang			X		
7. Cassondra Hickingbottom				X	
8. Theresa Daily				X	
9. Kiara Palacios					X
10. Destinee Cantu					X
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: McLane High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Brian Wulf		April 15, 2024
SSC Chairperson	Eva Galvan		April 15, 2024

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

McLane - 0335

ON-SITE ALLOCATION

3010	Title I	\$248,800 *
7090	LCFF Supplemental & Concentration	\$664,700
7091	LCFF for English Learners	\$160,888

TOTAL 2024/25 ON-SITE ALLOCATION

\$1,074,388

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$62,752
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Remaining Title I funds are at the discretion of the School Site Council	\$186,048
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Total Title I Allocation	\$248,800
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McLane High 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-1 pts	-63.3 pts	2023-2024	-30 pts
SBAC ELA - percentage of students met/exceeded standard	✓	26.19 %	30.1 %	2023-2024	36.2 %
SBAC Math - Average distance from standard	✓	0 pts	-172.6 pts	2023-2024	-140 pts
SBAC Math - Average distance from standard (English Learner)	✓		-224.6 pts	2023-2024	-200 pts
SBAC Math - Average distance from standard (Hispanic)	✓		-174.1 pts	2023-2024	-150 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓		-175.4 pts	2023-2024	-150 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-234.8 pts	2023-2024	-218 pts
SBAC Math - percentage of students met/exceeded standard	✓	4.46 %	5.4 %	2023-2024	6.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

ELA/Math:

Need for differentiated support strategies are essential for students significantly below grade level. Progress is being made, and actions are on track to meet targets:

Utilizing PLUS intervention teachers to support ELA9th-11th grade classes, implementing remedial blending learning strategies during lunch, after school, and before school.

Conducting weekly English Professional Learning Community meetings to evaluate ELA student data and identify students who benefit from pullout tutoring.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Math and ELA Achievement

The student groups that exhibited disproportional performance in the metrics for percentage of students meeting/exceeding and a positive change in average distance from standard is our students who are English Learners, Hispanic, Socioeconomically and students with disabilities.

Math distance from standard English Learner

Math distance from standard Hispanic

Math distance from standard Socioeconomically Disadvantage

- Analyzing instructional data to assess student learning and pivot instructional practices towards challenging content and student ownership.
- Utilizing district resource PLC Plus to enhance site PLCs, fostering a culture of data-driven decision-making to promote student content mastery.
- Implementing site testing assemblies to increase student awareness and change the testing culture.
- Providing site-funded professional learning days for ELA content area teachers to collaboratively plan GVC units and assess student interim data.
- Provide all Teachers on-going Professional Learning to support to navigate and create assessments for students.
- Continue with MLD training and coaching.
- Continue to develop Co-Teaching through training and ongoing support for teachers and students.

Literacy Achievement Plan During the 2023/24 school year, the implementation of the actions for Literacy Achievement were moderate with our ELA teachers but poor in regard to systematic school-wide implementation of our actions. ELA teachers implemented additional writing and reading opportunities to for argument, narrative and conveying complex ideas. We need to expand our implementation efforts school-wide in areas to engage all students in reading and writing in all other content areas. Our ELA and Social Science team will keep our students on target for meeting our goals in meeting/exceeding and a positive change in average distance from standard. Our English Learner students have also benefited from monitoring and individualized support of their English development and will likely show gains on the SBAC for ELA.

Reduction in D/F Grades for A-G Completion During the 2023/24 school year, the implementation of the actions for D/F Grade Reduction with A-G Requirement Completion was done with very high fidelity. All the areas of monitoring of student grade data to intervene along with the work in equitable grading practices are just to name a few of the high impact actions that support the reduction of D and F grades. The actions of taking student study trips were implemented and have been highly successful. We will continue with our MTSS and BTSC structures.

Math distance from standard Students with Disabilities

Each of these student groups did receive the same access and supports as all other students, however additional time and prep for the SBAC in both Math and ELA were not provided to the fullest extent. Nevertheless, there were no identified resource inequities for these student groups other than the possible use of additional differentiation of time and instruction that these student groups may have benefited from.

Moreover, disparities in proficiency rates among demographic groups have been noted:

1. African American: 0% proficient
2. Hispanic: 5.3% proficient
3. Asian: 7.1% proficient
4. White: 11.8% proficient

For students who are A-G On-Track to graduation:

Strategies to accelerate and support learning of students meeting standards in their classes have been implemented:

- Facilitating connections with students, parents, and counselors to enroll those meeting standards in AP-Dual Enrollment courses, fostering progress towards A-G completion.
- Offering incentives for students meeting academic standards, such as college visits, motivational speakers, and recognition for GPA improvement from one quarter to the next.
- In class supports through teaching fellows, co-teachers and PLUS supports.

A-G On-Track percentages include:

- EL students: 33.76% of students are A-G On-Track during the 2023-2024
- RFP Students: 62.32% of students are A-G On-Track during the 2023-2024
- Special Education: 43.54% of students are A-G On-Track during the 2023-2024
- Foster Youth: 47.62% of students are A-G On-Track during the 2023-2024
- Socioeconomically Disadvantaged: 49.46% of students are A-G On-Track during the 2023-2024
-

A-G On-Track percentages across grade levels during the 2023-2024 academic year:

1. 9th Grade - 87.27% of students are A-G On-Track during the 2023-2024
2. 10th Grade - 60.57% of students are A-G On-Track during the 2023-2024
3. 11th Grade - 55.91% of students are A-G On-Track during the 2023-2024
4. 12th Grade - 69.16% of students are A-G On-Track during the 2023-2024

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Substitutes to support instruction- Effective will continue next year
- Supplemental contracts- Effective will continue next year
- Technology, books, materials and supplies - Effective will continue next year
- Transportation for students- Effective will continue next year
- Communication services and materials to support parent involvement- Effective will continue next year

- Providing for teacher professional learning and sub release time- Effective and will continue
- Intervention Coordinator- Effective will continue next year
- Dual Language Immersion Coordinator- Effective will continue next year
- Home School Liaison - Effective will continue next year. Instead of a Community Based Liaison, will now have Home School Liaison 8 hours.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Based on the analysis from Steps 1 and 2, the following changes will be implemented next school year in the goal, annual metrics, and actions to achieve this goal, as outlined in the upcoming 2024/25 SPSA for McLane High School:

1. Enhanced Monitoring of Disproportionality:
The site will adopt a more intentional approach to break down and monitor disproportionality among all student subgroups through targeted Multi-Tiered System of Supports (MTSS) interventions.

2. Blended Learning in Math/ELA:
Blended learning strategies will be implemented in Math and ELA, with PLUS support utilized to enhance Tier 1 interventions for teachers, aiming to address the diverse needs of students.

3. Linked Learning/Pathway Trainings:
Training sessions aligned with Linked Learning/Pathway programs will be provided to align core subjects with Career Technical Education (CTE) for Project-Based Learning (PBL), fostering interdisciplinary connections and engagement.

4. Weekly Referrals for Tutorial Services:
Coaches and CTE teachers will receive weekly referrals for their students to access tutorial services tailored to their individualized needs, ensuring ongoing academic support.

5. Pathway Student Access to Tutorial:
Pathway students will also have access to tutorial sessions, facilitated by adjusting the seventh-period schedule weekly, ensuring consistent support throughout the 2024-2025 school year.

7. Tutorial for all students:
Tutorial sessions available after school for all students.

These changes aim to address disparities and provide targeted support to all student subgroups, fostering academic success and equitable opportunities for achievement at McLane High School.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none">• Tutorials (remediation)• Technology• Student incentives• More celebration of academic success (Academic Awards)</div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none">• Tutorial support• Parent University, Coffee Hour, Off Track Graduation Sessions</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">• Technology• Professional learning opportunities Tutorial improvements• More support staff (para-educators)• Cross-curricular instruction Explicit teaching of college-ready</div>
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- Many students don't have history of college-going in their families so need continued messaging and support,(Parent University/Coffee Hour meetings)
- Make classes more engaging and relevant so students can relate to College and Career Readiness).
- Involve students in planning and implementation process.

- skills/habits
- Project based learning
 - Support for data analysis
 - More analysis of iReady questions; incorporate into regular assessment practices.
 - Message the importance and value of pushing to take more challenging courses.
 - Continue to develop pathways that ensure rigor and student ownership.

Action 1

Title: Students Meeting or Exceeding Standards in English

Action Details:

There is a need to focus on providing effective literacy instruction across the curriculum, including the delivery of effective first instruction in all content areas, electives and CTE courses with strategies that focus on the development of reading comprehension and writing proficiency. Increasing literacy instruction will be accomplished through the continued implementation of a school wide Literacy Plan that focuses on reading and writing literacy across all content areas, electives and CTE courses. The reading standards will be addressed through the implementation of common reading strategies identified by each content area, elective and CTE course. Reading strategies will focus on creating context, forming analysis, and reading closely.

The writing standards will be addressed through the implementation of common writing strategies identified by each content area, electives and CTE courses. Writing strategies will focus on supporting arguments, conveying complex ideas and information, developing structure and building academic writing stamina. Focus will be placed on utilizing online programs such as turnitin.com to support reading and writing. To determine the progress of literacy school-wide, district interims, IABs and FIABs in ELA will be administered and the data analyzed by all content areas to understand the opportunities for growth with each student. This will be in alignment with the development of the 2024/25 professional learning calendar. Also, in class and out of class interventions will be made available by our teaching staff and supported through extra play supplemental contracts. For EL students, those who are receiving intergraded ELD instruction will be monitored by our ELD coordinator, with action plans of supporting each student independently with tier II interventions. The action plan for Literacy achievement will be implemented for all grade levels and content but will also have additional monitoring and intervention support by our 9th grade on-track team lead specifically by our Intervention TSAs.

All teachers will be provided in PLC+ training and participate in PLC's to support development and implementation of our literacy plan and monitor student learning/progress towards learning goals.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Evidence of the implementation of professional learning around the work of PLC+. Understanding of student progression using PSAT, SBAC, SAT and iReady and IAB data.

Owner(s):

Principal
Vice Principals
Teachers

Timeline:

Weekly

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Classroom walk through data from McLane Classroom Visit tool using the IPG along with work from Guaranteed and Viable Curriculum will demonstrate rigorous task and student ownership of learning.</p>	<p>Owner(s):</p> <p>Principal</p> <p>Vice Principals</p> <p>Department Chairs</p>	<p>Timeline:</p> <p>Weekly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>PLC agendas and artifacts reviewed by ILT and admin team to ensure student performance is analyzed and follow-up plans are made.</p>	<p>Owner(s):</p> <p>Principal</p> <p>Vice Principals</p> <p>Intervention Coordinator</p> <p>ILT Team</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>PLC teams will develop / refine/ use common formative assessments and analyze the results of CFA's to monitor student progress and plan instruction.</p>	<p>Owner(s):</p> <p>Principal</p> <p>Vice Principals</p> <p>Lead teachers</p> <p>Teachers</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Evidence of iReady, Interim assessments, IAB and co-teaching usage and tutorial support to increase skills in English.</p>	<p>Owner(s):</p> <p>Intervention Coordinator</p> <p>Teachers</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p>		
<p>Tier I: Gradual release of instruction that focuses on practices that enhance the understanding of grade level standards.</p> <ul style="list-style-type: none">• Students have the GVC available to download on phones and tablets to ensure easy access to curriculum and support.• Full integration of technology into lessons (Microsoft Teams, Nearpod, online apps, etc) promotes real world applications.• Small group instruction/blended learning strategies where English teachers plan with co-teacher along with PLUS intervention support.• Students will be monitored and supported by English grade level teacher groups to target first instruction, and utilize co-teacher and PLUS ELA support in classes.		
<p>Tier II: After school tutoring available with referral and/or as a walk-in service</p> <ul style="list-style-type: none">• After School Program will be used as a support with Teaching Fellows for targeted academic support.		
<p>Tier II: Teacher support in classroom as push in or pull out to help with Tier II intervention.</p> <ul style="list-style-type: none">• Students will receive training and practice taking grade level assessments and online assessments in preparation for CAASPP, i-Ready, SBAC, PSAT, IAB and SAT.• Purchase and maintenance of technology, instructional resources, supplemental materials and supplies to support students and teachers.		
<p>Tier III: Use of PLUS teachers staff to support identified tier III students.</p> <ol style="list-style-type: none">1. Substitutes to support instruction- Effective will continue next year2. Supplemental contracts- Effective will continue next year3. Technology, books, materials and supplies- Effective will continue next year		

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

Direct Instructional Services to Students:

McLane High School is committed to providing comprehensive support to English learner students to ensure their academic success. Our approach includes a range of targeted interventions and resources designed to meet the diverse needs of this student population.

1. Identify English learner students in Red and all the areas that they are identified in.

English learner students identified in red on the CA Dashboard are performing at the lowest level in mathematics and English Language.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds, McLane High School plans to support English learner students by providing targeted interventions such as:

- Extra pay contracts for Inter-Act Fellows to provide mentorship support to increase EL student engagement in and outside of the classroom to improve
- Investing in research-based instructional materials specifically designed for English learners
- Implementing small-group instruction and tutoring sessions to address individual student needs
- Offering professional development opportunities for teachers focused on effective strategies for English language instruction
- Increase a student's understanding of mathematical terms and language used.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds, McLane High School plans to support English learner students by:

- Parent outreach meetings such as coffee hour with administrator.
- Providing specialized professional development for teachers and staff focused on language acquisition strategies
- Purchasing digital resources and technology tools to enhance English language instruction
- Extra pay contracts for Teachers and contracts with Inter-Act Fellows to provide mentorship support to increase EL Students engagement in and outside of the classroom to improve Math/English.
- Offering extended learning opportunities such as after school enrichment programs tailored to the needs of English learner students

4. As a site: What are planned actions to support English learner students?

At McLane High School, planned actions to support English learner students include:

- Implementation of integrated and designated English Language Development (ELD) instruction across all content areas
- Provision of bilingual tutoring and additional after-school services for newcomer EL students
- Targeted language support to assist with task directions and problem-solving activities
- Provision of EL resources aligned with the Guaranteed and Viable Curriculum (GVC) Big Ideas, along with digital access to language supports
- Ongoing training and support provided to the EL Coordinator to effectively implement and monitor English

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

- Hispanic
- Socioeconomically Disadvantage
- Students with Disabilities
- African American Students

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support identified student groups:

- Hiring additional support staff such as an RCA for attendance
- Investing in research-based instructional materials tailored to student needs
- Implementing small-group instruction and tutoring sessions for student groups
- Providing professional development opportunities for teachers focused on research based culturally relevant instructional strategies.
- Materials and supplies for students with disabilities in specialty programs.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we plan to support student groups by:

- TSA for Rising Scholars Program to identify, support and create unique learning experiences for students.
- Offering specialized professional development for teachers and staff focused on language acquisition strategies.
- Conferences, field trips, college visits for students.
- Guest Speakers and professional services to support students and teachers.
- Purchasing digital resources and technology tools to enhance instruction.
- Providing extended learning opportunities such as after school enrichment programs, guest speakers, tutoring and mentorship.
- Provide support to our identified student groups such as African- American, Hispanic, socioeconomic disadvantage, students with disabilities, by increasing the forms of activities and extracurricular opportunities that are culturally relevant and of interest to these student groups in the form of paying for additional adult supports through supplemental contracts. In addition, field trips will be funded in alignment to their interest under the academic and social-emotional supports umbrella.

4. As a site: What are planned actions to support this student group?

To support students groups, McLane High School will:

- Monitor identified students' semester grades and attendance reports to provide targeted interventions.
- Utilize PLUS teachers to implement strategies in ELA/Math classes, preparing students for various assessments including PSAT, ELAC, IAB, iReady, SBAC, interim assessments and SAT.
- Track attendance, grades, and behaviors of Foster/Homeless students through monthly monitoring by the Project Access Social Worker.
- Transition all Special Education (SPED) students to co-teaching environments, providing additional elective options and involvement opportunities.

language programs and interventions

- Through these planned actions and expenditures, McLane High School aims to create an inclusive and supportive learning environment where English learner students can thrive academically and reach their full potential.
- Utilize Edgenuity for extended learning opportunities, encouraging and supporting student credit recovery on campus.

Action 2

Title: English Language Learners Support Services

Action Details:

McLane High School is committed to providing comprehensive programs to support English Learners (ELs) at all stages of language acquisition and academic development. Our approach is grounded in the English Language Development (ELD) standards and the ELA/ELD Framework, with a primary focus on increasing re-designation and proficiency levels on the English Language Advisory Committee (ELAC) and content-focused Common Formative Assessments (CFAs).

To achieve this, the school will:

1. **Implement School-wide Literacy Strategies:**
 - School-wide literacy strategies will be implemented across all classes, with a particular emphasis on ELA, History, and Science courses.
 - Instruction will be aligned with the ELD standards and the ELA/ELD Framework to ensure that ELs receive targeted support in language and literacy development.
2. **Provide Interventions and Extensions:**
 - Comprehensive supports will be provided to intervene when EL students struggle and to deepen and extend their learning.
 - Staff will implement differentiated instruction and targeted interventions to address the diverse needs of EL students and promote their academic growth.
3. **Foster Engagement with Complex Texts and Academic Talk:**
 - Instruction in all curricular areas will require students, including ELs, to engage with complex texts, write regularly, and participate in academic discussions.
 - Staff will monitor EL students' progress closely and employ strategies to both support and challenge their continued literacy development.

Through these actions, McLane High School aims to create an inclusive and supportive learning environment where English Learners can thrive academically, develop proficiency in English language skills, and achieve success across all content areas.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Master Schedule: EL Placement is appropriate for academic and proficiency growth and course sequence.

Owner(s):

Head Counselor
EL Coordinator TSA

Timeline:

August 2024

Details: Explain the data which will specifically monitor progress toward each indicator target

Increase enrollment of Long Term English Language Learners in GATE, Honors, Dual Enrollment and Advanced Placement courses.

McLane High School Student English Language Proficiency by School Year

	2019-2020	2020-2021	2021-2022	2022-2023	Dec. of 23/24	Current 23/24
English Learners	408 22.6%	454 23.9%	420 23.2%	448 23%	454 22.3%	385 19.2%
English Learners with IEPs	N/A 0%	N/A 0%	N/A 0%	N/A 0%	113 29% of ELs	67 17% of ELs
Initial Fluent English Proficient (IFEP)	61 3.4%	61 3.2%	71 3.9%	60 3.1%	N/A 0%	CDE no longer reports
Reclassified (RIFEP-Monitored)	624 34.6%	607 32%	518 28.6%	579 29.8%	459 22.7%	513 25.6%
Reclassified (RIFEP) current year	27 6.2%	20 4.3%	41 8.9%	43 8.8%	41 (as of 12/11/23) 8.3%	101 (as of 3/22) 20.7%
	n = 1806	n = 1898	n = 1812	n = 1945	n = 2023	n = 2001

Owner(s):

Head Counselor
Counselors
EL Coordinator TSA
Dual Language Immersion Coordinator
Teacher

Timeline:

August 2024
Reviewed Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target

Using SBAC, i-Ready, and other CFA Data to determine English Learner growth in both Math and ELA courses. (English Learners meeting borderline criteria for re-designation because they meet one criteria but not all) monitored after each relevant assessment cycle by VP over English Learners and shared with Admin team and appropriate staff.

Owner(s):

VPs
EL Coordinator TSA
Teachers

Timeline:

Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target

Grades, behavior, and attendance data in ATLAS monitored by MTSS team and shared with School Community Liaison.

9th graders will have their grades, attendance, and behavior monitored by the freshman success team. TSA will then plan and coordinate targeted interventions to fill the identified gaps.

Owner(s):

VPs
Counselors
EL Coordinator TSA
Freshman Success TSA
Community Liaison

Timeline:

Every six weeks

Details: Explain the data which will specifically monitor progress toward each indicator target

PLC agendas and artifacts (especially analysis protocols) reviewed by ILT, EL Coordinator and Vice Principals to ensure performance of English Learners is analyzed by teams.

Owner(s):

Principal
VPs
EL Coordinator TSA
ILT

Timeline:

Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier I: Bilingual Instructional Aide(s) will support language development of English Learners in content-area SDAIE classes; includes support for long-term ELs as well as students at earlier levels of proficiency.

Tier I: EL Coordinator to support EL students through monitoring, targeted instruction, tutorials and provide professional learning to certificated staff.

Tier II: Conduct ELAC data chats and Interim data chats with targeted students.

Tier II: Provide EL-specific tutorials focused on literacy.

- Place students in A-G classes according to Fresno Unified master plan for English Learners.
- Provide supplemental contracts/resources and materials, including technology, to support engagement and differentiation opportunities in EL instruction.
- Provide substitutes for ELAC testing to create optimal testing conditions for students.
- Students will be actively involved in using their own achievement and proficiency data to set goals for growth.
- Direct instruction in academic writing skills, reading comprehension and analysis, and academic discussion skills in all content classroom settings. Inclusive of computers, printers, licenses, supplies,
- Utilize PLUS teachers to support EL Coordinator as RTI support for knowledge gaps in freshmen LTEL students. After school tutorial through ASSETs After School Program.

Tier III: Migrant support in the way of extra classroom support, tutoring, and materials

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English language proficiency, reading comprehension, writing proficiency, oral language development, and academic vocabulary acquisition, as indicated by the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds, we plan to support English Learner students by:

- Investing in specialized instructional materials and resources tailored to the needs of EL students.
- Providing targeted professional development opportunities for teachers focused on effective strategies for EL instruction.
- Offering small-group tutoring and intervention sessions for EL students to address specific language and literacy needs.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds, we plan to support English Learner students by:

- Provide opportunities for students to engage in real-world learning experiences beyond the classroom

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The English Learner (EL) student population is performing at the lowest level in areas of English language proficiency, reading comprehension, writing proficiency, oral language development, and academic vocabulary acquisition, as indicated by the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support English Learner students by:

- Hiring additional staff, such as bilingual instructional aides, to provide targeted interventions for EL students struggling in core classes.
- Investing in specialized instructional materials and resources tailored to the needs of EL students.
- Providing professional development opportunities for teachers focused on effective strategies for EL instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we plan to support English Learner students by:

- Implementing interventions targeted at specific English Language Proficiency levels and EL statuses,

supported by the provision of supplies and consumable materials as needed.

- Purchasing digital resources and technology tools to enhance language acquisition and literacy instruction.
- Providing additional staff support, such as bilingual instructional assistants to assist EL students in accessing the curriculum and navigating language barriers.

4. **As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.**

To support English Learner students, McLane High School will:

- Implement comprehensive monitoring and services as described in Action #3 of the SPSA.
- Establish goal setting and communication of progress towards goals with guardians, ensuring transparency and collaboration in the educational process.
- Conduct flexible intervention groups for EL students scoring significantly below grade level in reading, facilitated by the EL Coordinator, until they achieve targeted scores on assessments such as iReady, SBAC, and ELPAC.
- Provide supplemental books and resources specifically designed to support EL students in language and literacy development.
- Appoint a Dual Language Immersion Coordinator to oversee integrated and designated EL instruction in all classes, ensuring consistent support across the school.
- Continuously provide training and support to the EL Coordinator to effectively implement and monitor EL programs and interventions.

Through these planned actions and expenditures, McLane High School aims to provide enhanced support to English Learner students, addressing their unique language and literacy needs and promoting their academic success and proficiency.

Action 3

Title: Students Meeting or Exceeding Standards in Math

Action Details:

There is a need to apply continual focus on the delivery of high quality instruction and learning for student achievement in mathematics. This is evident in current math achievement results from previous CAASPP, District Interim Assessments, Interim Assessment Blocks/Focused, and student semester grades. This will be achieved through meaningful collaboration between teachers around both common lessons, and results of common formative assessments, improved vertical articulation amongst math teachers to fully address the rigor of each standard at grade level and the development of a comprehensive system for students who require additional time for learning.

Teachers will continue to be provided with opportunities to fulfil extra pay contracts to provide extra support for students outside of class time. McLane will provide intentional support time for students during the school day for students that are identified as struggling with mathematics by utilizing California Teaching Fellows to support classroom structures and students. McLane math classes will continue to develop a tiered approach to mathematics remediation and student intervention.

Lastly, professional learning from outside experts and securing time for the Math team to strategically plan high quality, lessons, utilize the data of IABs and FIABs (2 per semester for grades 9-11) along with district interim assessments will be supported and will take priority. In addition, our math team will continue with their efforts to vertically align and build instruction and assessment to ensure essential standards/ grade level competencies are being met by all students.

Teachers will be provided PLC+ training and have job embedded time to participate in PLC meetings to plan, evaluate and assess student learning outcomes.

including Long-Term English Learners, At-Risk ELs, and Newcomer ELs.

- Providing additional staff support, such as bilingual intervention coordinators, to track student progress and facilitate interventions.

4. **As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

To support English Learner students, McLane High School will:

- Hold targeted interventions led by the EL Coordinator to support EL students struggling with core classes.
- Review data weekly during Multi-Tiered System of Supports (MTSS) meetings to track student progress and adjust interventions as needed.
- Address chronic absenteeism among EL students by utilizing intervention and coordination staff to engage students and families in on-campus activities, thereby promoting regular attendance and participation.

Interventions targeted at specific ELP levels and EL statuses (LTEs, At-Risk, Newcomer ELs)

2020-2021 35.4% of our EL students were considered chronically absent. 2021-2022 EL student data has increased to 54.4% of our students who are considered chronically absent. 2022-2023 35.6% of our EL students decreased who are considered chronically absent. Our goal is to utilize our intervention coordinator to help support our students and their families getting them more involved in on campus activities.

Through these planned actions and expenditures, McLane High School aims to provide enhanced support to English Learner students, addressing their unique language and academic needs, improving attendance rates, and promoting their overall academic success.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action		
Details: Explain the data which will specifically monitor progress toward each indicator target Evidence of the implementation of professional learning around the work of PLC's. Understanding of student progression using PSAT, iReady, SBAC, Interim Assessments and SAT data.	Owner(s): Principal Vice Principals	Timeline: Weekly
Details: Explain the data which will specifically monitor progress toward each indicator target Classroom walk through data from Instructional tool along with work from Guaranteed and Vable Curriculum will demonstrate rigorous task and student ownership of learning.	Owner(s): Principal Vice Principals	Timeline: Weekly
Details: Explain the data which will specifically monitor progress toward each indicator target Data chat and goal setting lessons to be prepared and administered in Math classes leading up to iReady, SBAC, SAT and Interim. Use available formative assessment and interim data to ensure all students are receiving the same targeted instruction.	Owner(s): Math Department	Timeline: Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target Work of the PLC and MTSS teams and lead teacher teams will reflect data analysis and common formative assessments each meeting period. Work samples show growth on grade level tasks.	Owner(s): Vice Principals Lead teachers PLC teams	Timeline: Weekly
Details: Explain the data which will specifically monitor progress toward each indicator target Evidence of iReady, IAB's, Tutor.com and tutorial support to increase skills in mathematics.	Owner(s): Counselors	Timeline: Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):		
Tier I: Incorporation of real world mathematical practices through projects and tasks.		
Tier I: Gradual release of instruction that focuses on practices that enhance the understanding of grade level standards. <ul style="list-style-type: none">• Students have the GVC available to download on phones and tablets to ensure easy access to curriculum and support.• Full integration of technology into lessons promoting real world applications.• Small group instruction/blended learning strategies.• Students will be monitored and supported by Math Grade Level Teams to target first instruction.		
Tier II: After school tutoring available by referral and walk-in service to PLUS teachers or ASP Tutors. <ul style="list-style-type: none">• PLUS Teacher support in classrooms and as pull out skill support will help Tier II intervention in Algebra I classrooms.		
Tier II Lunch time tutoring available by appointment or walk-in service to math teachers. <ul style="list-style-type: none">• Teacher support in classroom as push in or pull out to help with PLUS teachers for Tier II intervention. Specifically targeting Algebra I and Geometry.• Students will receive training and practice taking grade level assessments and online assessments in preparation for PSAT, SAT and iReady.• On track 11th and 12th graders will be utilized as peer tutors in Algebra I.• Purchase and maintenance of technology, instructional resources, supplemental materials and supplies to support students and teachers.		

Tier III: Use of PLUS teachers and Teaching Fellows staff to support student instruction.

1. **Substitutes to support instruction** - Effective will continue next year
2. **Supplemental contracts** - Effective will continue next year
3. **Technology, books, materials and supplies** - Effective will continue next year

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1–4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

- **English Learners (EL)**

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- Extra pay contracts for Inter-Act Fellows to provide mentorship support to increase EL student engagement in and outside of the classroom to improve student academics.
- Investing in research-based instructional materials tailored to EL needs
- Implementing small-group instruction and tutoring sessions for EL students
- Providing professional development opportunities for teachers focused on effective EL instruction strategies

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- Extra pay contracts for Inter-Act Fellows to provide mentorship support to increase EL student engagement in and outside of the classroom to improve student academics.
- Offering specialized professional development for teachers and staff focused on language acquisition strategies
- Purchasing digital resources and technology tools to enhance EL instruction
- Providing extended learning opportunities such as summer enrichment programs tailored to EL students' needs

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Instruction embedded with California ELD standards in math.
- Integrated and designated ELD
- Bilingual tutoring and additional after school services for newcomer EL services.
- Targeted language support to help task directions and problem solving activities.
- EL resources with GVC Big Ideas and digital access to language supports.
- Continued training and support provided to EL Coordinator.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Hispanic

Socioeconomically Disadvantage

Students with Disabilities

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- Extra pay contracts for Inter-Act Fellows to provide mentorship support to increase EL student engagement in and outside of the classroom to improve student academics.
- Investing in research-based instructional materials and professional learning such as MLD.
- Implementing small-group instruction and tutoring sessions to address individual student needs
- Offering professional development opportunities for teachers focused on effective research based strategies
- Interact/Teaching Fellows to provide small group instruction and remediation/acceleration services.
- Support PLC+ with professional development, books, and teacher release time.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- Purchasing digital resources and technology tools to enhance instruction
- Offering extended learning opportunities such as summer enrichment programs, teacher prep buyouts, clubs, intervention services and tutorial tailored to the needs and interest of identified student groups.
- Interact/Teaching Fellows to provide small group instruction and remediation/acceleration services.
- Support PLC+ with professional development, books, and teacher release time.

4. As a site: What are planned actions to support this student group?

- PLUS teachers will use blended learning strategies to support Math teachers to prepare students for PSAT, SBAC, SAT, Interim Assessments and iReady.
- Project Access Counselor will monitor Foster/Homeless students by connecting monthly tracking attendance, grades and behaviors.
- Special Education students will continue to receive support in SDC or co-teach environments dependent on their individual needs. Case managers will be connect with students on a weekly basis, checking in to make sure communication is stream lined from GE teacher to parents.
- Utilizing Edgenuity involving extended learning opportunities to support/encourage student **credit** recovery on **campus**.

Action 4

Title: Elevating Academic Performance

Action Details:

Addressing Academic Performance: Grades 9-12

McLane High School is committed to strengthening our Academic Response to Intervention initiatives, which encompass ongoing tutorials, learning labs, targeted interventions, classroom supports, and enrichment programs for students.

Our primary aim is to elevate the number of students achieving mastery in their academic pursuits and to expand the cohort of students progressing on track for A-G course completion. By doing so, we aim to expand the proportion of students poised to transition seamlessly into post-secondary education and career pathways.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Monthly MTSS Teams</p>	<p>Owner(s):</p> <p>Vice Principal</p> <p>Principal</p> <p>MTSS Team</p> <p>TSA</p> <p>Counselors</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Weekly PLC's will develop and coordinate tutorials based on student performance and identified student needs.</p>	<p>Owner(s):</p> <p>Teachers</p> <p>MTSS Team</p>	<p>Timeline:</p> <p>Ongoing</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>TSA will monitor student grades and communicate with students and parents about tutorials and interventions. Intervention Coordinator will monitor student attendance to interventions to ensure high risk students are receiving support services.</p> <p>TSA and school site counselors will monitor the off-track graduation progress and off-track A-G progress of all students.</p> <p>TSA and MTSS Team will also monitor the academic progress of priority student groups (i.e. African-American students, English Language Learners, Foster and Homeless Youth, and students in Special Education).</p>	<p>Owner(s):</p> <p>TSA</p> <p>MTSS Team</p> <p>Academic Counselors</p>	<p>Timeline:</p> <p>Monthly</p>

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>TSA will continue to closely monitor student grades via grade checks. Review academic concerns with students, parents and fellow teachers as well as monitor student tutorial participation</p>	<p>Owner(s):</p> <p>TSA</p> <p>MTSS Team</p>	<p>Timeline:</p> <p>Weekly,</p> <p>Monthly,</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>CTE Coordinator will monitor D/F data during every grading period: progress report, quarterly run grade reports by pathway and share data with pathway teachers, counselors and administrators.</p>	<p>Owner(s):</p> <p>TSA</p> <p>Pathways Teachers</p> <p>MTSS Team</p>	<p>Timeline:</p> <p>Weekly,</p> <p>Monthly,</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>The 9th Grade Success Coordinator will monitor the D/F data on a weekly basis and share the data with 9th grade teachers.</p> <p>9th Grade Success Coordinator will coordinate meetings with 9th grade core subject teachers, teachers on Special Assignment and the MTSS team to collaborate efforts to support student achievement through professional development and professional learning communities.</p>	<p>Owner(s):</p> <p>9th Grade Coordinator</p>	<p>Timeline:</p> <p>Weekly</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>The 9th Grade Success program will supply 8 tutors during the academic school year to provide in class support in the core subjects of Biology, English, and Math.</p>	<p>Owner(s):</p> <p>VP</p> <p>9th Grade TSA</p>	<p>Timeline:</p> <p>Weekly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Designated academic and social emotional support for African American students.</p>	<p>Owner(s):</p> <p>VP</p> <p>MTSS Team</p> <p>African American Case Manager</p>	<p>Timeline:</p> <p>Weekly</p>

<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p>		
<p>Direct Instructional Services to Students: Materials and Supplies Required</p>		
<p>Tier I:</p> <ul style="list-style-type: none">Professional Learning Communities (PLCs) will collaborate to design common formative assessments aligned with specific focus standards.		
<p>Tier II:</p> <ul style="list-style-type: none">PLCs and Multi-Tiered System of Supports (MTSS) Teams will analyze data collaboratively and develop Response to Intervention (RTI) plans for students.PLCs and Lead Teachers will conduct the Collaborative Classroom Instruction (CCI) process quarterly to track student progress and identify instructional needs.Transportation will be provided to facilitate student participation in outside events aimed at supporting A-G completion.		
<p>Tier III:</p> <ul style="list-style-type: none">Systematic intervention groups will be established based on individual student needs in relation to content standards.		

- Differentiated instruction will be tailored to students based on assignment or assessment results, incorporating strategies such as front-loading, re-engagement, re-teaching, collaborative learning, and enrichment activities.

Key Components:

- Implementation of vertically aligned curriculum to ensure uniform assessment and progress tracking.
- Establishment of clear expectations outlined in McLane's guidelines for student success.
- Cultivation of culturally consistent classrooms to enhance student engagement and facilitate student-centered learning.
- Adoption of consistent grading practices across departments in accordance with Fresno Unified Board Policy.
- Ongoing monitoring of student grades by teachers, administration, counselors, and support services staff.
- Provision of technology, incentives, books, materials, and supplies to support instructional needs for all students.

Additional Support Services:

- Tutorials will encompass various programs, including technology-based learning platforms, teaching fellows, after-school programs, supplemental contracts for content teachers, Saturday academy sessions, and small group instruction within classrooms.
- Tutorial and credit recovery scheduling and monitoring will be overseen by Intervention Coordinator and Counseling Team
- Substitutes and supplemental contracts will be utilized to strengthen support across all tiers of intervention.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds, McLane High School plans to support English learner students by providing targeted interventions such as:

- Extra pay contracts for Inter-Act Fellows to provide mentorship support to increase EL student engagement in and outside of the classroom to improve
- Investing in research-based instructional materials specifically designed for English learners
- Implementing small-group instruction and tutoring sessions to address individual student needs
- Offering professional development opportunities for teachers focused on effective strategies for English language instruction
- Increase a student's understanding of mathematical terms and language used.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds, McLane High School plans to support English learner students by:

- Parent outreach meetings such as coffee hour with administrator.
- Providing specialized professional development for teachers and staff focused on language acquisition strategies
- Purchasing digital resources and technology tools to enhance English language instruction
- Extra pay contracts for Teachers and contracts with Inter-Act Fellows to provide mentorship support to increase EL Students engagement in and outside of the classroom to improve Math/English.
- Offering extended learning opportunities such as after school enrichment programs tailored to the needs of English learner students

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

- Hispanic
- Socioeconomically Disadvantage
- Students with Disabilities
- African American Students

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we will:

- Investe in research-based instructional materials tailored to student needs
- Implement small-group instruction and tutoring sessions for student groups
- Provide professional development opportunities for teachers focused on research based culturally relevant instructional strategies.
- Buy materials and supplies for students in specialty programs.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we plan to support student groups by:

- TSA for Rising Scholars Program to identify, support and create unique learning experiences for students.
- Offering specialized professional development for teachers and staff focused on language acquisition strategies.
- Conferences, field trips, college visits for students.
- Guest Speakers and professional services to support students and teachers.
- Purchasing digital resources and technology tools to enhance instruction.
- Providing extended learning opportunities such as after school enrichment programs, guest speakers, tutoring and mentorship.
- Provide support to our identified student groups such as African- American, Hispanic, socioeconomic disadvantage, students with disabilities, by increasing the forms of activities and extracurricular

done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

At McLane High School, planned actions to support English learner students include:

- Implementation of integrated and designated English Language Development (ELD) instruction across all content areas
- Provision of bilingual tutoring and additional after-school services for newcomer EL students
- Targeted language support to assist with task directions and problem-solving activities
- Provision of EL resources aligned with the Guaranteed and Viable Curriculum (GVC) Big Ideas, along with digital access to language supports
- Ongoing training and support provided to the EL Coordinator to effectively implement and monitor English language programs and interventions
- Through these planned actions and expenditures, McLane High School aims to create an inclusive and supportive learning environment where English learner students can thrive academically and reach their full potential.

opportunities that are culturally relevant and of interest to these student groups in the form of paying for additional adult supports through supplemental contracts. In addition, field trips will be funded in alignment to their interest under the academic and social-emotional supports umbrella.

4. As a site: What are planned actions to support this student group?

To support students groups, McLane High School will:

- Monitor identified students' semester grades and attendance reports to provide targeted interventions.
- Utilize PLUS teachers to implement strategies in ELA/Math classes, preparing students for various assessments including PSAT, ELAC, IAB, iReady, SBAC, interim assessments and SAT.
- Track attendance, grades, and behaviors of Foster/Homeless students through monthly monitoring by the Project Access Social Worker.
- Transition all Special Education (SPED) students to co-teaching environments, providing additional elective options and involvement opportunities.
- Utilize Edgenuity for extended learning opportunities, encouraging and supporting student credit recovery on campus.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0335 McLane High School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			**No incentives or food**	2,566.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	14,160.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Local mileage for HSL	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	APIC at McLane	62,045.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books, subscription to support instructional needs, social emotional needs of students. All Goals 1-5.	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials, supplies, incentives to support and improve academic performance and site safety	298,762.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology, equipment, and trailer/transport	20,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			College trips: -Transportation to support academic success. -A-G completion and career readiness.	25,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair and maintenance.	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Motivational guest Speakers	7,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental pay to support EL achievement and ELPAC Accessors.	9,787.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Edgenuity - Library books and resources	1,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	Teacher to support EL Students	145,101.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Instructional materials/supplies and professional Learning to support EL students.	5,000.00
G1A2	LCFF: EL	Instruction	Copier Maint			Copier lease/maintenance (EL Supports)	1,000.00
G1A3	Sup & Conc	Instruction	Direct-Food			Food services and supplies to support instructional activities to increase and maintain goal 2 efforts.	8,000.00

\$610,421.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared (Students w/ Disabilities)	✓		6.3 %	2023-2024	7.4 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	72.81 %	75.2 %	2023-2024	76.3 %
Graduation Rate	✓	90.04 %	89.2 %	2023-2024	90.3 %
Graduation Rate (Students w/ Disabilities)	✓		63.5 %	2023-2024	64.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

College/Career Readiness

Linked Learning/CTE/DLI

- CTE Coordinator monitors success and completion of project-based learning and staff implementation of content.
- PLC's scheduled with all pathways to ensure all teachers are collaborating on cross-curricular projects so students receive their CTE completion certificate.
- CTE Coordinator monitors all D/F's by collaborating with counselors to run reports of students who are struggling in their classes.
- CTE Coordinator attends weekly PLC meetings of CTE/Linked Learning teachers to ensure collaboration and student data is being tracked and monitored.
- CTE Coordinator and teachers monitor student completion of industry certifications making sure students are passing OSHA10, CPR, Stop the Bleed, Bank teller certification, Adobe, etc.
- Recruitment and Retention enrollment of CTE and Linked Learning courses is monitored by CTE Coordinator to ensure the program remains engaging to students.
- CTE Coordinator and teacher work together to provide meaningful work-based learning opportunities for all CTE students.

Expand student centered and real-world learning experiences.

- Opportunities for students to engage in work-based learning experiences beyond the classroom are supported by the provision of supplies and consumable materials.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

College/Career Readiness

CTE/Linked Learning addressing disproportionality

- From 2022-2023 to 2023-2024 enrollment decreased from 55.2% to 52.2%.
- However, progress was made regarding appropriate placement of students in grade-level elective pathway courses.
- Site addressed engagement struggles with African American students dropping 1%, by creating PLUS mentoring support for all African American students who have high needs in grades, behavior and attendance. Foster Youth increased from 28.6% to 35.7% Special Education population increased from 23.7% to 29.6% due to co-teachers, case-managers, RIM and counselors analyzing IEP's and opening up pathway courses as well as alternative electives to students in Mild/Moderate SDC students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Efforts to open a student-run juice bar on campus proved to be prohibitive based on rules/guidelines through FUSD Nutrition Services department. Funds intended to provide salary to 10 student interns were re-allocated elsewhere.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Linked Learning Enrollment

1. Expanding 10th grade recruitment into Health & Fitness Management course, allowing for potential pathway to Sports Medicine and Athletic Training.
2. Growing pilot for General Internship course which allows students robust opportunity to gain work-based learning experiences during the school day.
3. Work with PLCs to create Career Readiness Plans outlining work-based learning embedded in pathways, clarify pathway outcomes for stakeholders, and allowing teachers to effectively utilize planning efforts (regular PLC meetings, pull-out days, etc.) to create written curriculum in the form of project-based learning unit planners.
4. Develop and integrate a variety of internship opportunities, both virtual and off-campus, across each pathway, particularly in senior capstone courses.
5. Support access and success in dual enrollment courses taken within CTE courses across each pathway, particularly in senior capstone courses.

Increase student membership in Career Technical Student Organizations (CTSOs) and participation in skills-based competitions.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1

SSC - (Teacher/Staff, Parents, and Secondary Students).

- Use of after-school experiences and advisory committee to promote CTE and Linked Learning. Build more intentional linking of curriculum across all pathway classes to improve horizontal and vertical articulation. Increase amount of hands-on learning opportunities.
- Continue to increase CTE/Linked Learning offerings
- Increase informative/recruitment efforts to involve students in CTE/Linked Learning

2

ELAC:

- Increase application of practical skills for career readiness. Increase support in CTE and linked learning classes for EL students to participate.
-

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

Continue campus visits, job shadowing, dual enrollment, internships, guest speakers, career fair. Need support for working with interdisciplinary connections in pathways when PLC's and curriculum call for course consistency. Opportunities for industry certifications not dependent on college enrollment; direct lines to post-secondary job training

Action 1

Title: CTE Enrollment

Action Details:

McLane High School will continue to expand student engagement through enrollment in CTE programs with meaningful work-based learning experiences, industry certifications, and membership in Career Technical Student Organization (CTSOs)

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Monitor the successful completion of project-based learning and implementation.

Owner(s):

CTE Coordinator
Pathway Leads

Timeline:

Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target

D's and F's of student in CTE courses and Linked Learning classes

Owner(s):

CTE Coordinator
Pathway Leads

Timeline:

Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target

Recruitment and retention of students in CTE and Linked Learning courses as a percentage based on seats available for students. Strategic student meetings to help with program retention.

Owner(s):

CTE Coordinator
Pathway Leads
Job Developer

Timeline:

Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target

Collection of agendas and meeting minutes from Linked Learning PLC's showing evidence of project collaboration from PBL template and strategies for student success and engagement. Also, implementation of PBL design rubric for common formative assessment.

Owner(s):

CTE Coordinator
Pathway Leads

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Monitor CPA, NAF, and LL accreditation and student certification. Align pathway common formative assessment with the district graduate profile.

Owner(s):

CTE Coordinator
Pathway Leads

Timeline:

Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target

Monitor student completion of industry certifications. This is measured by passing rate of standardized industry certification tests: OSHA10, CPR, Stop the Bleed, Bank teller certification, Adobe, etc.

Owner(s):

CTE Coordinator
Pathway Leads
Pathway Teachers

Timeline:

Quarterly

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Track the success rate of students taking and completing the dual enrollment courses earning a grade of C or better. Uses Fresno City Web Advisor to track student progress and grades.</p>	<p>Owner(s):</p> <p><i>CTE Coordinator</i></p> <p><i>Teacher leads</i></p> <p><i>Pathway Teachers</i></p>	<p>Timeline:</p> <p>Weekly</p>
<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p> <p>Work-Based Learning (WBL) experience are opportunities to engage students with career readiness skills such as guest speakers, job shadowing, unpaid/paid internships, certifications, etc. The number of WBL experiences at McLane High has increased by 25%for the 2022-2023 school year. In order to support a meaningful WBL experience for students, the following is implemented:</p> <p>Tier I: Support for students who are participating in work-based learning through CTE courses.</p> <p>Medical Pathway</p> <p>Education Pathway</p> <p>Business Pathway</p> <p>ArtVenturePathway</p> <p>Intervention/Tutorial support through extra pay contracts for CTE teachers to support student needs.</p> <p>Pay for substitute teachers for pull-out planning days for pathway and linked learning PLCs.</p> <p>Purchase of vehicles for transportation supporting outside classroom work-based and project based learning experiences.</p> <p>Support for students to participate in CTSOs to compete in the regional, state and national competitions in:</p> <p>HOSA- Heath Occupation Student of America</p> <p>FCCLA- Family, Career, Community Leaders of America</p> <p>FBLA- Future Business Leaders of America</p> <p>Skills USA</p> <p>Tier II: Regular meetings with McLane's Advisory committee and Business Partners to retain active engagement with McLane's CTE programs, McLane's staff, and McLane's students.</p> <p>Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.</p> <p>1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.</p> <p><i>English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).</i></p> <ul style="list-style-type: none">• English Learner (EL) student population• <p>2. Using Title I funds Only: What are the planned expenses to support this student group?</p> <p><i>With Title I funds, we plan to support English Learner students by providing targeted interventions such as:</i></p> <ul style="list-style-type: none">• Additional English language development resources• Enhanced tutoring and academic support services• Professional development for teachers focused on effective strategies for EL students• Purchase of instructional materials specifically designed to support EL student needs <p>Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.</p> <p>Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.</p> <p>1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.</p> <p><i>The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).</i></p> <ul style="list-style-type: none">• English Learner (EL) Population <p>2. Using Title I funds Only: What are the planned expenses to support this student group?</p> <p><i>With Title I funds, we plan to support English Learner students by providing targeted interventions, tutoring sessions, and specialized materials to address their academic needs.</i></p> <ul style="list-style-type: none">• Additional English language development resources• Enhanced tutoring and academic support services		

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we plan to support English Learner students by implementing the following initiatives:

- Hiring bilingual instructional aides or support staff
- Providing specialized training for teachers in language acquisition and cultural competency
- Offering extended learning opportunities such as summer school or Saturday academies tailored to EL student needs
- Investing in technology resources to facilitate language acquisition and academic progress for EL students

4. As a site: What are planned actions to support this student group?

As a site, we will implement the following actions to support English Learner students:

- After School Program providing targeted academic support and enrichment activities for EL students
- EL Coordinator assigned to work directly with EL students in core classes to provide personalized support and guidance
- Ensuring CTE and Pathway electives are accessible to EL students at varying proficiency levels, even if they are unable to participate in full pathway courses
- Facilitating business partner mentoring programs during lunchtime, available to all students involved in linked learning and CTE courses

- Professional development for teachers focused on effective strategies for EL students
- Purchase of instructional materials specifically designed to support EL student needs

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we plan to support English Learner students and all subgroup population by implementing culturally responsive teaching strategies, providing professional development opportunities for teachers to enhance their skills in supporting EL students, and offering additional language acquisition resources.

- Hiring bilingual instructional aides or support staff
- Providing specialized training for teachers in language acquisition and cultural competency
- Investing in technology resources to facilitate language acquisition and academic progress for EL students
-

4. As a site: What are planned actions to support this student group?

Planned actions to support English Learner students include:

- Monitoring EL students' progress through semester grade and attendance reports, with targeted interventions provided by the EL Coordinator.
- Offering mentorship from the EL Coordinator to ensure proper support and instruction across all classes.
- Providing access to CTE and Pathway electives for EL students at early levels of proficiency, even if they are not yet able to participate in full pathway courses.
- Facilitating business partner mentoring programs during lunch once a month for all students participating in linked learning and CTE courses.
- African American Mentor teacher will continue working with 25 at-risk students who are struggling academically, behaviorally and social-emotionally.
- Project Access Counselor will monitor Foster/Homeless students by connecting monthly tracking attendance, grades and behaviors.

These measures aim to address the specific needs of English Learner students and improve their outcomes in CTE enrollment and beyond.

Action 2

Title: Linked Learning Enrollment

Action Details:

McLane will continue to work towards building a collaborative accountable community of Linked Learning teams focusing on high quality instruction in order to recruit and retain students in Linked Learning Pathways. McLane will use Linked Learning pathways to support student interests in careers. Teachers will connect relevant course work and allow students to apply their knowledge in real world settings through work-based learning experiences and Project-Based Learning.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target
Monitor the successful completion of project based learning and implementation through PLC's.

Owner(s):
Pathway Coordinator

Timeline:
Monthly

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Monitor D's and F's of students in CTE courses and Linked Learning classes</p>	<p>Owner(s):</p> <p>CTE Coordinator</p> <p>Pathway Leads</p>	<p>Timeline:</p> <p>Weekly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Recruitment and retention Enrollment of students in CTE and Linked Learning courses as a percentage based on seats available for students . Strategic student meetings to help with program retention.</p>	<p>Owner(s):</p> <p>CTE Coordinator</p> <p>Pathway Leads</p> <p>Job Developer</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Collection of agendas and meeting minutes from Linked Learning PLC's showing evidence project collaboration from PBL template and strategies for student success and engagement. Also, implementation of PBL design rubric for common formative assessment.</p>	<p>Owner(s):</p> <p>CTE Coordinator</p> <p>Pathway Leads</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Monitor CPA, NAF, and LL accreditation and student certification. Align pathway common formative assessment with the district graduate profile.</p>	<p>Owner(s):</p> <p>CTE Coordinator</p> <p>Pathway Leads</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Monitor student completion of industry certifications. This is measured by passing rate of standardized industry certification tests: OSHA10, CPR, Stop the Bleed, Bank teller certification, Adobe, etc.</p>	<p>Owner(s):</p> <p>CTE Coordinator</p> <p>Pathway Leads</p> <p>Pathway Teachers</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Track the success rate of students taking and completing the dual enrollment courses earning a grade of C or better. Use Fresno City Web Advisor to track student progress and grades.</p>	<p>Owner(s):</p> <p>CTE Coordinator</p> <p>Pathway Leads</p> <p>Pathway Teachers</p>	<p>Timeline:</p> <p>Weekly</p>

<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p>		
<p>Linked Learning (LL) is built around the four core principles which are rigorous academics, career technical education, work-based learning, and personalized student supports. In order to support the four core principles of LL, the following plan will be implemented:</p>		
<p>Tier I: Interdisciplinary Project-Based Learning design</p>		
<ul style="list-style-type: none">• Common Formative Assessment of LL Pathways and Project-Based Learning• Ds/Fs rates data chats• Data chats to improve instruction		

- Work-Based Learning support
- Industry/Business Partners engagement
- After school intervention support through extra pay contracts for Linked Learning teachers to address student needs.
- Purchase of vehicles for transportation supporting outside classroom work-based and project based learning experiences.
- All new-enrolled students are invited to join.

Tier II: Pull-out planning days for pathway and linked learning PLCs and/or Professional Development days (IPL) for all LL teachers 4 times a year:

- Peer mentors for students of focus (Suspensions, Attendance and D/F's)
- Link Advisers monitoring strides in Atlas for student connectedness to school.

Tier III: MTSS Supports/Intervention

- Referral to school SSWRP Counselor to MTSS Team to connect with additional supports and resources.

Release time for teachers available to provide for professional learning with substitute

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Identifying English Learner (EL) students, we acknowledge their performance at the lowest level in areas of CTE enrollment and student-centered learning experiences, as highlighted in Goal 2 on the CA Dashboard.

- English Learners
- African American
- Asian
- White

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support English Learner students by allocating resources towards tailored interventions, targeted tutoring sessions, and the provision of specialized materials to address their specific academic needs.

- Additional English language development resources
- Enhanced tutoring and academic support services
- Professional development for teachers focused on effective strategies for EL students
- Purchase of instructional materials specifically designed to support EL student needs

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we intend to support English Learner students by investing in culturally responsive teaching methodologies, offering professional development opportunities for educators to enhance their skills in supporting EL students, and providing supplementary language acquisition resources.

- Hiring bilingual instructional aides or support staff
- Providing specialized training for teachers in language acquisition and cultural competency
- Offering extended learning opportunities such as summer school or Saturday academies tailored to EL student needs
- Investing in technology resources to facilitate language acquisition and academic progress for EL students

4. As a site: What are planned actions to support this student group?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

Identifying specific student groups that require support, we aim to address the needs of those performing at the lowest level in areas of student-centered and real-world learning experiences, as indicated in Goal 2 on the CA Dashboard.

- English Learners
- African American
- Asian
- White

Student Group Identified: English Learners (EL)

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support English Learner students by implementing targeted interventions, such as small group instruction, tutoring sessions, and the provision of specialized materials to address their academic needs.

- Additional English language development resources
- Enhanced tutoring and academic support services
- Professional development for teachers focused on effective strategies for EL students
- Purchase of instructional materials specifically designed to support EL student needs
- Tutoring contracts
- Guest speakers
- Mentorship services
- Fieldtrips to colleges, conferences and educational experiences.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we intend to support English Learner students, African American, and Asian by providing professional development opportunities for educators to enhance their skills in supporting EL students and offering additional language acquisition resources.

Planned actions to support English Learner students include:

- Leveraging PLUS, After School Programs, and Academic Coach support to assist EL students in core classes within Linked Learning Pathways, ensuring they have access to necessary resources and guidance.
- Ensuring that CTE and Pathway electives are accessible to EL students, even at early proficiency levels, enabling their participation in relevant courses that align with their academic and career aspirations.
- Facilitating business partner mentoring programs during lunch breaks, providing additional support and mentorship opportunities for EL students enrolled in linked learning and CTE courses.
- Assigning a Dual Immersion Coordinator to support integrated and designated EL students across all classes, ensuring they receive adequate instructional support tailored to their language needs.
- Continuously providing training and support to the Dual Immersion Coordinator to ensure they remain equipped with the necessary skills and resources to effectively support EL students throughout the school year.

These proactive measures are designed to address the unique needs of English Learner students, foster their academic growth, and promote their success in student-centered and real-world learning experiences.

- *Hiring bilingual instructional aides or support staff*
- *Providing specialized training for teachers in language acquisition and cultural competency*
- *Offering extended learning opportunities such as summer school or Saturday academies tailored to EL student needs*
- *Investing in technology resources to facilitate language acquisition and academic progress for EL students*
- *Tutoring contracts*
- *Guest speakers*
- *Mentorship services*
- *Fieldtrips to colleges, conferences and educational experiences.*
- *Prep buyouts to increase course offerings.*

4. As a site: What are planned actions to support this student group?

Planned actions to support English Learner students include:

- *Monitoring EL students' progress through semester grade and attendance reports, with targeted interventions provided by the Dual Immersion (D.I.) Coordinator for Pathway students.*
- *Continuing the work of the African American Mentor teacher with 25 at-risk students who are struggling academically, behaviorally, and social-emotionally, providing personalized support and guidance.*
- *Having the Project Access Counselor monitor Foster/Homeless students by connecting monthly to track attendance, grades, and behaviors, ensuring they receive the necessary support and resources.*

These actions are designed to provide targeted support to English Learner students and other low-performing student groups, enabling them to succeed in student-centered and real-world learning experiences.

Action 3

Title: Dual Language Immersion Academy

Action Details:

McLane High School will continue to expand student engagement through enrollment in the Dual Language Immersion Academy (DLI Academy) with meaningful learning experiences. The DLI Academy makes it possible for English learners and native English speakers to become biliterate in each other's languages through a learning culture of collaboration and interdependence.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target
Monitor the successful completion of DLI-Academy courses, learning, and implementation.

Owner(s):
DLI Academy Vice Principal
DLI Academy Coordinator

Timeline:
Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target
D's and F's in DLI courses and student schedules (DLI Students enrolled in at least 1 DLI course)

Owner(s):
DLI Academy Coordinator
Academic Counselors

Timeline:
Biweekly

Details: Explain the data which will specifically monitor progress toward each indicator target Retention of students in DLI Academy courses. Strategic student meetings to help with program retention.	Owner(s): DLI Academy Coordinator Academic Counselors	Timeline: Quarterly
Details: Explain the data which will specifically monitor progress toward each indicator target Collection of agendas and meeting minutes from DLI PLC's showing evidence of teacher collaboration and strategies for student success and engagement.	Owner(s): DLI Academy Vice Principal DLI Academy Coordinator DLI Academy Teachers	Timeline: Monthly
Details: Explain the data which will specifically monitor progress toward each indicator target Track the success rate of students taking and completing the AP courses earning a grade of C or better.	Owner(s): DLI Academy Coordinator Academic Counselors	Timeline: Monthly
Details: Explain the data which will specifically monitor progress toward each indicator target Provide opportunities for students to be exposed and participate in cultural/language events, activities, and celebrations.	Owner(s): DLI Academy Vice Principal DLI Academy Coordinator DLI Academy Teachers	Timeline: Quarterly
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction): The 70:30 Spanish DLI Academy model strives to balance classes linguistically with Spanish speakers, bilingual students, and native English speakers. Percentages of English instruction increase as students move up the grade levels, 9 th students receive 30% of their instruction in Spanish and 70% in English. Teachers leverage language transfer connections, and cross linguistic comparison and contrast opportunities to facilitate students' metalinguistic skills and awareness development. The DLI Academy makes it possible for English learners and native English speakers to become biliterate in each other's languages through a learning culture of collaboration and interdependence. The number of DLI Students taking 30% instruction in Spanish has increased by 24% for the 2023-2024 academic school year. To support meaningful learning experience for students, the following is implemented: Tier I: Support for students who are enrolled in DLI Courses and AP Spanish Courses: Intervention/Tutorial support through extra pay contracts for Spanish teachers to support student needs. Pay for substitute teachers for pull-out planning days for DLI Academy and AP Spanish Planning. Tier II: Regular meetings with McLane's DLI Team and FUSD TSA to retain active engagement with McLane's DLI Academy, McLane's DLI staff, and McLane's DLI students. Tier III: DLI Coordinator- DLI Teacher- on site support <ul style="list-style-type: none">1-1 Student counseling re: classes, grades, attendance, credits.Building connections with studentsConstant communication with VP, Parent, DLI Teachers, and Academic Counselors.		
Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below. 1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.	Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section. Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.	

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

Teacher release time for collaboration.

Teacher coordinator position to serve as program lead.

Digital curriculum subscriptions

Curriculum in Spanish and Hmong

Conferences for students and teachers.

Ongoing professional development.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Incentives, awards and instructional materials and supplies to support students.

Tutoring contracts for teachers

Transportation

Fieldtrips

Teacher prep buyout to serve as program coordinator.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

N/A

NA - Action is specific to EL students.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

Hispanic

Foster

Students with Disabilities

African American

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0335 McLane High School (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Plant Maintenance & Operations	Fuel			Fuel for vans; College and Career trips	6,000.00

\$6,000.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		32 %	2023-2024	31.4 %
Suspension Rate - Semester 1	✓	4.51 %	5.9 %	2023-2024	5.57 %
Suspension Rate - Semester 1 (African American)	✓		9.6 %	2023-2024	9.27 %
Suspension Rate - Semester 1 (Foster Youth)	✓		21.7 %	2023-2024	21.37 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		5.6 %	2023-2024	5.27 %
Suspension Rate - Semester 1 (White)	✓		3.1 %	2023-2024	2.77 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

1. Chronic Absenteeism:

- The Climate Culture Team has been instrumental in addressing chronic attendance concerns on campus by creating a tardy policy and implementing supports to improve attendance.
- Home School Liaisons conduct home visits for students with excessive absences, scheduling conferences with counselors, administrators, and teachers to provide interventions for students and their families.
- Parent coffee hours are utilized to discuss absences and their impact on students' graduation paths. Parents are informed about EduText and Parent Square for daily updates on students' grades and attendance.
- Bus tickets are provided to all students facing unstable situations, ensuring they have the necessary support to attend school.

Continued monitoring and incentives are provided to emphasize the importance of regular attendance.

2. Suspensions (students with 1 or more):

- More consistent PBIS systems and regular Culture-Climate Teamwork have been implemented to address student behavior.
- Consistent site Levels of Misbehavior referrals and behavior notification forms created by the Climate Culture Team have been rolled out to site staff for implementation.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism:

The Site COST Team holds weekly meetings to address absenteeism, comprising various stakeholders such as the Vice Principal, REC Teacher, Restorative Counselor, Project Access Counselor, School Social Worker, School Psychologist, and Site Nurse.

According to data from California Ed-data.org (2022-2023):

- African American students: 47.8% chronically absent
- Hispanic students: 37.1% chronically absent
- Asian students: 28.1% chronically absent
- Students with Disabilities (SWD): 43.1% chronically absent
- Homeless students: 57.1% chronically absent
- White students: 43.9% chronically absent

Key Factors:

- Overall lower absenteeism for all student groups compared to previous year.
- Homeless students show a decrease in absenteeism.
- Disproportionate disciplinary consequences (suspensions and expulsions).

Suspensions:

- MTSS Admin/Counselor grade alike teams are addressing student chronic behaviors, attendance, and grades.
- The Re-Engagement Team pulls weekly discipline data to track students with repeat referrals and provides necessary social-emotional supports.
- Behavior Notification Forms are logged daily and reviewed by the admin team to ensure effective communication with students, parents, vice principals, teachers, and re-engagement staff.
- Homeroom lessons are utilized to address site-wide guidelines for success, consequences of misbehavior, school-wide expectations, and available resources for help. Additionally, Homeroom serves as a platform for disseminating information to students from various school departments.

Overall, these actions demonstrate a comprehensive approach to addressing chronic absenteeism and student suspensions, involving multiple stakeholders and implementing targeted interventions to improve student engagement and behavior.

During 2022-2023, 220 students were suspended according to California ED DATA.

Breakdown by student groups (2022-2023):

- Asian: 3.5%
- African American: 22%
- Hispanic: 9.9%
- SWD: 13.9%
- White: 14.3%

Key Factors:

- Increased suspension rates across all student groups.
- Need for enhanced Cultural Responsive Training and Professional Learning.
- Disproportionate disciplinary consequences (suspensions and expulsions).

Actions:

- Added supports during passing periods and lunch, including a REC room and social-emotional support.
- Administration will consistently monitor suspension data and collaborate with DPI and the COST Team for appropriate interventions.
- Targeted interventions to promote positive coping strategies and conduct re-entry meetings involving students, parents/guardians, Vice Principal, Restorative Counselor, Social Worker, and Restorative Teacher.
- All student conflict and verbal altercations will require referral for mediation and circle with Restorative Counselor and/or Restorative Practice Teacher.
- The Re-Engagement Team tracks students with repeat referrals and provides necessary social-emotional supports.
- Mandatory re-entry meeting for all students returning from suspension with parent and Counselor involvement.

These findings highlight the need for targeted interventions and resources to address chronic absenteeism and suspension rates, particularly among disproportionately affected student groups, to ensure equitable opportunities for all students to engage in school and community activities.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

For the current year, several major differences emerged between the intended and actual implementation of actions and budget expenditures to meet this goal:

Increased Funding for School Safety:

It was necessary to augment funding to support school safety measures, including contracting with the Fresno Police Department for additional hours of police presence on campus and at school events. This adjustment was crucial to ensure a safe and secure learning environment for all students and staff.

Ongoing Professional Learning for Climate Culture Team:

Recognizing the importance of maintaining a positive school climate, there was a need to provide continuous professional learning opportunities for the Climate Culture Team. These sessions aimed to align their efforts with school goals and the Safe and Civil rubric, fostering a supportive and inclusive environment conducive to student engagement.

Continued FTE Support:

To sustain the Multi-Tiered System of Support (MTSS) and Dual Language Immersion (DLI) program, it was essential to allocate resources for additional full-time equivalent (FTE) positions. This included establishing an Intervention Coordinator to ensure the sustainability of MTSS initiatives and a Dual Immersion Coordinator to provide dedicated support for DLI program management, English Language Development (ELD) student tracking, and ELPAC testing.

Student Baseline Supply Allocation and Support:

Ensuring equitable access to essential supplies and resources for all students remained a priority. Baseline supply allocations were provided to support students' organizational needs and academic success, with ongoing assistance and guidance offered to facilitate effective utilization.

These adjustments reflect the dynamic nature of implementing strategies to enhance student engagement in both the school and wider community. By addressing emerging needs and aligning resources accordingly, the school can continue its commitment to fostering a supportive and enriching educational environment for all students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Based on the analysis from Steps 1 and 2, several changes will be implemented in the upcoming 2024-2025 SPSA to enhance student engagement in school and community:

Student Incentives for Academics:

- Quarterly incentives will be introduced to recognize and reward students for their academic achievements. These incentives aim to motivate students to strive for excellence in their studies and celebrate their successes regularly.

Student Incentives (Non-Contingent):

- In addition to academic incentives, non-contingent incentives will be provided to students to promote positive behavior and participation in school activities. These incentives will be accessible to all students, irrespective of academic performance, fostering a supportive and inclusive school culture.

Regional Incentives for Vertical Articulation:

- Regional incentives will be established to encourage vertical articulation in academics and engagements across different grade levels. By promoting collaboration and communication among students from various grade levels, these incentives aim to foster a sense of community and continuity within the school.

Regional Tournaments with Student Referees:

- To further promote student engagement, regional tournaments will be organized with students serving as referees for the matches. This hands-on experience will not only enhance students' leadership and teamwork skills but also foster a sense of ownership and pride in school events.

These proposed changes align with the goal of increasing student engagement in school and community by providing diverse opportunities for involvement and recognition. They can be found in the upcoming 2024-2025 SPSA under the section dedicated to Goal 3: Increase Student Engagement in School and Community. Additionally, ongoing assessment and evaluation will be conducted to monitor the effectiveness of these changes and make further adjustments as needed to ensure the continued success of the goal.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1</div> <div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div>	<div>2</div> <div>ELAC:</div>	<div>3</div> <div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div>

- *Support is needed for students who lack a backup plan for attendance, such as providing bus tokens.*
- *Continuous messaging about the importance of attendance and incentives to promote a positive school culture are essential.*
- *There is a call for more opportunities for student voice, especially regarding Culture-Climate issues like tardy sweeps and testing incentives.*
- *Suggestions include offering more chances for students to make up work to promote mastery and unify grading practices across all content areas.*
- *Improved daily attendance is crucial to support students in passing classes.*

- *Need for more Parents ongoing input from parents regarding ELPAC and Parent University meetings to discuss testing and support strategies at home.*
- *Suggestions include providing after-school tutorials to support EL students using the Dual Immersion Coordinator and DLI Teachers.*

- *Pathways, especially in Education Pathways, need increased engagement and recruitment efforts.*
- *There is a desire for more integration of technology across all content areas beyond ELA/Math.*
- *Efforts to track data to decrease level 1 and 2 misbehaviors should be increased and continued.*
- *Intervention is needed for 9th graders and other Tier 2 groups to motivate them to stay on track.*
- *Continued work is necessary to ensure that Special Education (SPED) students have an accepting climate at McLane, including monitoring Special Olympics, Unified Sound, and Unified Sport involvement.*
- *Greater learning around social-emotional teaching practices for all teachers and classified staff is needed.*
- *It's suggested to engage students to identify their needs and interests.*
- *Consistent analysis of data, including Behavior Notification Form (BNF) data and suspension data, is essential, conducted weekly.*

Action 1

Title: Chronic Absenteeism

Action Details:

After analyzing the data, it is noticeable that here are students who are at risk due to being chronically absent students due to various reasons. Therefore, there is a need to reduce chronic absenteeism as the primary method of keeping students on track to graduate. McLane will take a preemptive approach to reducing chronic absenteeism by first ensuring that students have a welcoming and inclusive environment to receive their education. A focus on relationship building through activities and recognition events. In addition, the COST team will take a more preventive approach to help our students navigate through some of the challenges of school that would potentially deter students from attending school regularly. Our clubs and organization that connect our African American students and our RSP teachers who have caseloads of students with disabilities will align their efforts with administration, counselors, and support staff to provide the necessary supports to prevent these student groups from becoming chronically absent at any point in the school year. Furthermore, our Summer Bridge program will work to prepare our incoming 9th grade students for their transition to High School. The Summer Bridge program will be conducted in conjunction with Link Crew and our Freshman Success Team whose members include 9th grade teachers from various subjects and school administrators. The concept is to create avenues to success for all 9th grade students in order to maintain a successful student cohort through graduation and high daily attendance rates. In addition to the emphasis on creating a positive inclusive culture that is anchored in relationships for all grade levels, our staff will also work towards delivering student centered, high quality engaging lesson that cultivates a desire for students to attend and learn from their respective classes. McLane will also restructure the system of monitoring of attendance and to now include our Intervention team, attendance clerks, RCAs, Home School Liaisons, Counselors, office support staff, social workers, and school psychologist. Along with the systematic monitoring of attendance metrics, this team will also provide interventions to best match the need of each specific student prior to meeting the threshold of being declared chronically absent. Those students who have similar supports will be organized into student support group sessions focusing on behavioral, attendance and academic challenges facing these students. This tier III intervention led by our reengagement teacher is predicted to have a positive impact on daily attendance. Students who also show improvement in their daily attendance and those who are meeting the goal of 95% daily attendance or higher will receive incentives to promote the continuation of these student attendance behaviors. Furthermore, with parental and student communication be critical to the improvement of student attendance, our attendance clerks, RCAs and Home School Liaisons will be utilized to consistently communicate with teachers, parents, and administration with regards to individual student attendance. They will also be responsible for communicating the importance of daily attendance at all parent meetings including, but not limited to, Coffee Hour, SSC, ELAC, Parent-teacher meetings, and all parent events on campus. Home School Liaisons, will conduct home visits for those students whose absenteeism is considered chronic.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action		
Details: Explain the data which will specifically monitor progress toward each indicator target Monitored daily period attendance monthly report that is generated by DPI and our sites attendance clerk.	Owner(s): Attendance clerk	Timeline: monthly
Details: Explain the data which will specifically monitor progress toward each indicator target Standing HSL meetings with HSL reporting their contact list in connection with students who are or are borderline chronicallyabsent.	Owner(s): Home school liaisons (Spanish and Hmong)	Timeline: weekly/ bi-weekly
Details: Explain the data which will specifically monitor progress toward each indicator target Grades and attendance data monitored by teachers.	Owner(s): Teachers VPs/ Principals/DepartmentChairs	Timeline: weekly/ bi-weekly
Details: Explain the data which will specifically monitor progress toward each indicator target Campus Culture Director monitoring student participation data through 5 Star with special attention to our identified student groups.	Owner(s): Campus Culture Director and Campus Culture Team	Timeline: weekly/ bi-weekly
Details: Explain the data which will specifically monitor progress toward each indicator target Relationship SurveyData review, in particular student school connectedness metric (Fall/Spring Culture Climate Survey)	Owner(s): Campus Culture Team	Timeline: Semester
Details: Explain the data which will specifically monitor progress toward each indicator target Use of quarterly reports in regards to the specific students and student groups who's attendance is trending towards chronic absenteeism.	Owner(s): Attendance Intervention team: attendance clerks, RCAs, Home School Liaisons, Counselors, office support staff, social workers, and school psychologist.	Timeline: Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):		
Tier 1		
Administrators, counselors, academyteams, the reengagement teacher, and social emotional counseling staffwork to provide academic, behavioral, and social emotional supports to all students to ensure student learning and daily attendance. General parental communication about the importance of school attendance and the purpose of SARBreviews. Back to school night, open house, and coffee hour will be used to build community and connectivity throughout the school year.		
Tier 2		
Use of our attendance and intervention team to connect with students who are working towards being classified as chronically absent. Develop a plan and provide the necessary resources at this step in the intervention process. Home School Liaisons to provide individual support to families to through engagement events and through conferencing with parents and potentially students. Intervention team and/or counselor to counsel student and create attendance goals that will be monitored prior to students reaching the threshold of being deemed chronicallyabsent.		
Tier 3		
Individual counseling meetings with student, parent, and RCAs (including teachers as needed) to develop and implement intervention strategies for student academic, behavior, graduation credit, and/or attendance issues. Reengagement teacher to create heterogenous support groups for students who have a similar circumstance that are impacting their school attendance at chronic levels. Behavior counseling by School Social Worker and/or school counselor to explore the unique needs of the student to determine the intervention that is needed. Determine the need for additional supports provided by various departments within Fresno Unified School District to help alleviate familial circumstances and improve a student's opportunityfor success at all levels of their education.		

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. IdentifyStudentGroup(list onlyone at a time) inRedandall the areas theyare identifiedin.
Not applicable as English Learner student population have rates of attendance that are equivalent to the general student body.
- 2.UsingTitle I fundsOnly:What are the plannedexpenses tosupport this student group?
With Title I fundsw we plan to support English learner students by funding both a Hmong and Spanish speaking home school liaison to build stronger connectionswith families and educate them on the multiple opportunities to be an active participant in creating/establishing a strong school culture, the navigation of being successful in high school which includes the importance of regular daily attendance.
- 3.Using7090/7091 funds only:What are the plannedexpenses tosupport this student group?
In addition, utilization of extra pay contracts for teachers and contractswith California teaching fellows to provide mentorship support for EL student engagement in co and extracurricular activities to ensure they have a positive experience at school which supports their positive attendance in school. Continued efforts to establish partnershipswith families through parent outreach meetings such as coffee hour and principal office hours dedicated to EL student success- behaviorally, social emotionally and academically as these are critical variables to student attendance.
- 4.As a site:What are plannedactions tosupport this student group?
Student leaders through the direction of the CCTwill advertise events through Video Announcements, Posters, chalk, newsletters and flyers to help inform EL students of school site events and activities. Information will be provided to parents in the student's home language. Communication with home regarding student success based upon academic, social emotional and behavior outcomes.Communication completed in students home language. Academic AcademyStudent Support team to reviewEL student data and conference with students and parents to update them on areas for improvement and areas of success that are directlyconnected to attendance.

Action 2

Title: PBIS and Intentional Climate-Building

Action Details:

- Action Details:
 - As part of our commitment to a Multi-Tiered System of Support, McLane High School will implement a tiered approach to positive behavior utilizing the Safe and Civil Schools Framework for Positive Behavior Intervention and Support (PBIS). Staff members will actively engage in a Cycle of Continuous Improvement, which involves collecting and analyzing data to prioritize areas for improvement in school policies and procedures that align with our overarching goals.
- Tier 1 Services:
 - Our focus will be on implementing strategies in common areas and establishing school-wide policies. Staff will respond to instances of misbehavior through an instructional approach, fostering an inviting climate that intentionally builds relationships to address safety, conflicts, and bullying.
- Tier 2 Supports:
 - We will provide opportunities for reflection, with an emphasis on restoration and learning from mistakes. This tier will enable us to intervene more effectively and provide additional support to students who require it.
- Tier 3 Interventions:

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.
Students who are identified in the metrics as chronically absent.
- 2.Using Title I funds Only: What are the planned expenses to support this student group? With Title I funds we plan to support (Specific student group) by...
3. Using 7090/7091 funds only: What are the planned expenses to support this student group?
With 7090 or 7091 funds we plan to support our students with chronic absences. We will do this by.
 - increasing the forms of activities and extracurricular opportunities that are culturally relevant and of interest to this student group in the form of paying for additional adult supports through extra paid contracts.
 - planning field trips with the alignment to the students' interest under the academic and social-emotional supports umbrella.
 - creating student, staff, and family incentives to promote a positive environment for our school community.
 - utilizing our family engagement events through our home school liaison to build stronger connections with families and educate them on the multiple opportunities to be an active participant in creating/establishing a strong school culture, the navigation of being successful in high school which includes the importance of regular daily attendance.
 - Resource Counseling Assistant to monitor, report, communicate and support student attendance.
- 4.As a site: What are planned actions to support this student group?
Close monitoring of the students by our intervention team to determine which students need tier II and tier III support. Site leadership team with support of CCD will increase recruitment of BSU and A4 participation. The Campus Culture Team and COST team will spend time reviewing student participation data with the intent of identifying groups that are not participating and having those students meet with a member of the team to learn of ways to get involved at school to decrease absenteeism.

- Students identified as needing additional support will be connected to services that address underlying needs. We will also expand efforts to involve student families, recognizing the importance of their involvement in fostering a positive school environment.

Additionally, Teacher Special Assignments (TSAs) will provide support for student interventions, ensuring that students receive the assistance they need to thrive academically and socially.

This action aims to create a supportive and inclusive school environment where students feel valued, respected, and engaged in their learning and community. Through PBIS and intentional climate-building efforts, we seek to promote positive behavior, enhance relationships, and ultimately increase student engagement in school and the wider community.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Details:

To monitor progress towards each indicator target, McLane High School will employ the Cycle of Continuous Improvement model. This model emphasizes iterative assessment and adjustment to ensure effective implementation of strategies aimed at reducing incidents of misbehavior, enhancing campus safety, and promoting student engagement.

Specific Data Monitoring:

1. **Levels of Misbehavior:**

Data will be collected on the frequency and severity of misbehavior incidents reported across various settings within the school.

2. **Response Strategies:**

The effectiveness of implemented response strategies will be assessed through ongoing evaluation of their impact on mitigating misbehavior and fostering positive behavior among students.

3. **Character Building Program:**

The implementation and participation rates of the character building by REC Teacher/Counselor will be monitored to gauge its influence on student behavior and overall school climate.

4. **Social-Emotional Support:**

Data will be collected on the utilization and effectiveness of social-emotional support services provided both inside and outside the classroom. This includes tracking attendance and participation in counseling sessions, support groups, and other interventions.

Progress Monitoring Process:

1. **Data Collection:**

Regular data collection will occur through incident reports, program attendance records, student surveys, and staff feedback.

2. **Data Analysis:**

Collected data will be analyzed to identify trends, patterns, and areas requiring improvement. Discrepancies between actual and expected outcomes will be scrutinized to inform adjustments to strategies and interventions.

3. **Action Planning:**

Based on data analysis, action plans will be developed to address identified areas of concern or opportunities for improvement. These plans will outline specific steps to be taken to enhance the effectiveness of implemented strategies.

4. **Implementation and Evaluation:**

Revised strategies and interventions will be implemented, and their impact will be systematically evaluated through ongoing data collection and analysis. This cyclical process of assessment, adjustment, and implementation will continue to drive progress towards achieving the targeted indicators.

By closely monitoring progress using the Cycle of Continuous Improvement model, McLane High School will ensure that efforts to reduce incidents of misbehavior, enhance campus safety, and promote student engagement remain responsive, adaptive, and effective over time.

Owner(s):

Climate and Culture Team

School Social Worker

Administration

Timeline:

Weekly / Ongoing

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Overall monitoring of the suspension rate of unique students will be done quarterly

[Owner\(s\):](#)

Administration

[Timeline:](#)

Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Rate of misbehavior and suspension incidents that originate in the classroom will be monitored and discussed with planning sessions for intervention for students with 2 or more incidents.

[Owner\(s\):](#)

Principal

Vice Principals

[Timeline:](#)

Bi-weekly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Student portfolio and BNF data will be analyzed for patterns regarding (type of incident, incident origin, admin response, and repeat behaviors

[Owner\(s\):](#)

Principal

Vice Principals

[Timeline:](#)

Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Behavior Notification Forms logged daily and reviewed to ensure the completion of communication feedback loop between teachers, vice principals, and re-engagement center staff.

[Owner\(s\):](#)

Resource Counseling Assistant

Vice Principals

[Timeline:](#)

Daily

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Agendas from Professional Learning sessions and Administration meetings show implementation of planned Professional Learning.

[Owner\(s\):](#)

Principal

Vice Principal

Climate Culture Team

[Timeline:](#)

Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

COST meetings, school wide assemblies, and common lessons show evidence of instruction in social awareness skills, positive behavior skills and communication of school norms and structures.

[Owner\(s\):](#)

Principal

Vice Principals

Climate Culture Team

[Timeline:](#)

Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Site ATLAS logs show intervention and outreach to parents.

[Owner\(s\):](#)

Community School Liaison

[Timeline:](#)

Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Agendas and products of the Climate and Culture Team demonstrate engagement in the Safe and Civil Foundations process of continuous improvement and development of school wide practices.

[Owner\(s\):](#)

Vice Principal of Climate and Culture

[Timeline:](#)

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Classroom observations using the site observation tool will show evidence of creating a culture of learning and ownership.

Owner(s):

Administration Team

Timeline:

Weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

To enhance student engagement and foster a positive school climate, McLane High School will implement tiered instructional services targeting various levels of student behavior and engagement.

Tier I Services:

Mini-Lessons:

- All teachers will deliver mini-lessons at the beginning of each semester focusing on Guidelines for Success, consequences for misbehavior, school-wide and common area expectations, and available resources for academic support.

Structure School Day/Calendar:

McLane will provide resources for Class Meetings to facilitate relationship-building, reinforce expectations, teach social/emotional skills explicitly, and engage in problem-solving activities.

Tier II Services:

Reflection and Goal-Setting:

- Students referred to the office for Level 2 or chronic Level 1 misbehavior will participate in reflection, goal-setting, perspective-taking, and conflict resolution activities to promote accountability and restoration.

Supplemental Contracts:

- Lunch-time and after-school detention will be supplemented with contracts to increase reflection opportunities and accountability for misbehavior.

Self-Management Program:

- A program will be implemented to teach students self-management strategies, including stress and emotion management, to empower them to make better choices and prevent undesirable outcomes.

Tier III Services:

Re-Engagement Center:

- McLane will establish a Re-Engagement Center staffed by a Resource Counseling Assistant and equipped with materials to support students assigned to engage in curriculum designed for learning and reflection. Students will be monitored and supported by a classroom teacher to reflect on behaviors and complete missing school work.

Support for Level 3 Behaviors:

Administration will collaborate with the McLane Coordination of Services Team to support re-entry meetings between the COST team, students, and parents to address Level 3 behaviors.

Supply Closet:

A supply closet will be stocked with clothes, hygiene items, and personal necessities for students in need.

Additional Measures:

Establishing a referral to identify and support students in need of Tier 2 and Tier 3 interventions.

- Creating systems for students to provide feedback on school climate issues.
- Providing ongoing support for the Re-Engagement Center staff to ensure immediate assistance and monitoring for student processing and re-entry.
- Conducting re-entry meetings with students after suspension to establish agreements and provide necessary supports.
- Planning the After-School Program to include mentorship opportunities and connections with staff to promote relationship-building and positive role modeling.
- Offering opportunities for student leadership through clubs, peer mediation, mentorship programs, and advisory committees.
- Assigning extra CSA staff to supervise and support students in attending and remaining in class, thereby supporting daily student attendance.

Through the implementation of these tiered instructional services and support measures, McLane High School aims to increase student engagement, promote positive behavior, and create a supportive and inclusive school

environment conducive to academic success.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

McLane High School is committed to providing comprehensive support to English learner students to ensure their academic success. Our approach includes a range of targeted interventions and resources designed to meet the diverse needs of this student population.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

- English Learner students are exhibiting the lowest performance levels
2. Using Title I funds Only: What are the planned expenses to support this student group?
- Solely with 7090 or 7091 funds, our focus is on enriching the support for all students.
- Support staff
 - Counseling services
 - COST Supports
 - Translation services
 - Field Trips
 - Mentorship services
 - Student instructional supports, materials and supplies.
3. Using 7090/7091 funds only: What are the planned expenses to support this student group?
- ELD Coordinator
 - Resource Counseling Assistant
 - Spanish and Hmong Home School Liaison
4. As a site: What are planned actions to support this student group? Here you can respond to
- Planned actions at the site level to reinforce support for this student group include:
 - Ensuring that class meetings and school-wide instructional systems cater to ELs, fostering their engagement, facilitating questions, and ensuring comprehension of content.
 - Provision of a Dual Immersion Coordinator to assist integrated and designated ELs across all classes, thereby ensuring comprehensive instructional support throughout the school.
 - Offering training and ongoing support to the Dual Language Immersion Coordinator to enhance their effectiveness in supporting EL instruction.

Action 3

Title: Intentional Climate-Building with Extra Curricular Activities

Action Details:

Action Details:

McLane is committed to enhancing student participation in various activities and athletics throughout the year, including clubs, athletic teams, co-curricular activities, and visual and performing arts. We will foster an inclusive school climate centered on building strong relationships. This will be achieved through our programs that celebrates successes, increases parental involvement, and allocates time and resources to strengthen staff-student and student-

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify the Student Group:
- African American
- Student with disabilities
- Foster/Homeless Youth
- Hispanic
- English Language Learners
- White Student
1. Allocation of Title I Funds:
- Teacher supplemental contract for tutoring, mentorship and social emotional services.
- Resource Counseling Assistant
- Professional Development for members of COST, Teachers, Classified Staff and Social Emotional Support.
- Utilization of 7090/7091 Funds:
- Supplemental contracts for mentorship, social emotional support, tutoring and continuation of BTSC supports.
- Materials and supplies to support students (i.e. backpacks, clothing, learning materials)
- Incentives and awards to celebrate student success.
- Field Trips
- Guest Speakers
- Conferences for student social emotional, college visits, and other relevant opportunities .
- TSA - Rising Scholars to identify and support talented and gifted students.
- Site-Level Initiatives:
 - COST, MTSS, Mentorship Programs, Tutoring, BTSC
 - Teacher prep buyout
 - Rising Scholars Programs

student connections.

Strategic initiatives will ensure the active engagement of all students within the McLane community, with particular attention to reducing disparities in participation rates. To achieve this, McLane will engage in a cycle of continuous improvement, involving the collection and analysis of data, identification of improvement priorities, and implementation of new programs to support our goals.

Key Actions:

- McLane's CCT team will collaborate with staff to review schoolwide data and take proactive measures based on insights gained. Through this review, our team will engage in a continuous improvement process to identify priorities, common trends, and any disparities, ultimately developing systems and structures to connect individual students with available supports and interventions.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Monitor student participation and attendance data in Goal 3 activities, as evidenced by tracking students who buy tickets for activities and athletic events.

Owner(s):

Campus Culture Director
Athletic Director
Class Sponsors

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Data from Student Engagement Tool in ATLAS shows participation in each Goal 3 opportunity (arts, athletics, activities; one-time vs ongoing), and is used to monitor participation and review as part of a Cycle of Continuous Improvement.

Owner(s):

Vice Principals
Campus Culture Director
Athletic Director
Head Coaches
Class Sponsors

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Artifacts in the form of lists and/or available Engagements in ATLAS Engagement Tool show the variety of opportunities for student engagement.

Owner(s):

Vice Principal of CCD
Campus Culture Director
Athletic Director
Club Sponsors

Timeline:

Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target

School Climate Survey given in the spring, will be analyzed by question and by subgroup as part of a Cycle of Continuous Improvement; this analysis will be compared to ATLAS engagements to identify opportunities to engage more students.

Owner(s):

Principal
Vice Principal

Timeline:

Semester

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Participation in Athletics , with data about student grades and retention, monitored by Athletic Director and shared with administration team.</p>	<p>Owner(s):</p> <p>Athletic Director</p> <p>Head Coaches</p> <p>Intervention Coordinator</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Linked Learning Pathway and other calendars show opportunities for field trips and other engagement activities.</p>	<p>Owner(s):</p> <p>Vice Principals</p> <p>Career Technical Education Coordinator</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Calendars and artifacts from Link Crew and Student Leadership show opportunities to engage campus in positive school climate.</p>	<p>Owner(s):</p> <p>Vice Principal of Activities</p> <p>Campus Culture Director</p> <p>Link Crew Sponsors</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Establishing a regional identity through hosting middle/elementary games at the high school, Hosting a regional Nights inviting all families involved in the McLane community to come and engage in activities, and supporting all middle/elementary athletes to come and participate in McLane athletics during each sport cycle.</p>	<p>Owner(s):</p> <p>Principal</p> <p>Vice Principal of Athletics</p> <p>Athletic Director</p> <p>Campus Culture Director</p>	<p>Timeline:</p> <p>Each Sports Season</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Opportunities for AP students to visit UC's and Ivy League schools.</p>	<p>Owner(s):</p> <p>AP Coordinator</p> <p>Vice-Principal</p> <p>AP Teachers</p>	<p>Timeline:</p> <p>Once a quarter</p>

<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p>		
<p>Direct Instructional Services Description:</p>		
<p>Campus Culture:</p>		
<ul style="list-style-type: none">• Student attendance at events will be tracked through scanning student IDs or sign-ins.• Clubs will maintain up-to-date rosters on ATLAS and organize regular meetings/events.• Monthly reports will be generated to identify students not involved in activities for targeted outreach.• Homeroom sessions will be utilized to inform students about upcoming events and activities.• Monthly House of Representatives meetings will provide a platform for student voice and information sharing.• Club Rush events will facilitate student club involvement and track new memberships.• Club advisors will receive guidance on club expectations.• Additional support and safety measures will be provided by classified employees through extra time/overtime with 20-hour contracts.		

Athletics:

- *McLane High School offers a variety of sports opportunities, including traditional and unique options like Boys Volleyball and Competition Stunt Cheer.*
- *Unified Sports programs, including Basketball, Soccer, and Track and Field, promote inclusivity.*
- *The Athletic Academic After School Tutorial program supports student-athletes in maintaining academic eligibility.*
- *Strength and conditioning classes enhance athletic ability and confidence.*
- *Family ID streamlines the medical clearance process for athletes.*

Tier I:

- *Protocols will be established for all McLane staff engaging students in extracurricular activities to minimize behavioral and academic issues.*
- *The Athletic Director will collaborate with coaches to promote multi-sport involvement and its positive impact on academics and behavior.*
- *Expectations and logistics for club and class sponsors will be clarified.*
- *Training and conferences will be provided to enhance student engagement and positive school culture.*
- *Incentives will be offered for positive school participation, and regional events will be hosted to engage feeder schools, community, parents, and students.*
- *Transportation and FAX bus passes will be provided to support student involvement in activities.*
- *Additional funding will be allocated for Academic/Sports Banquets to establish traditions and foster community connections.*

Tier II:

- *Additional Link Crew Members will be recruited to support and mentor new students.*
- *Noontime club rush events will be held to increase club membership.*
- *Clubs will be given opportunities for additional presentations to attract more student participation.*
- *The master calendar will reflect an increase in after-school events to broaden attendance.*

Continued Effective Measures:

- *Substitutes, supplemental contracts, and resources like technology, books, materials, and supplies will be maintained to support instruction effectively.*
- **Substitutes to support instruction** - Effective will continue next year
- **Supplemental contracts** - Effective will continue next year
- **Technology, books, materials and supplies** - Effective will continue next year

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Enhanced Services for English Learner (EL) Students:

1. Identify Student Group:
 - The English Learner student population is performing at the lowest level in areas of Goal 1 as indicated on the CADashboard.
2. Allocation of Title I Funds:
 - Utilizing Title I funds exclusively, we plan to support students by...
 - *McLane High School offers a variety of sports opportunities, including traditional and unique options like Boys Volleyball and Competition Stunt Cheer.*
 - *Unified Sports programs, including Basketball, Soccer, and Track and Field, promote inclusivity.*
 - *The Athletic Academic After School Tutorial program supports student-athletes in maintaining academic eligibility.*
 - *Strength and conditioning classes enhance athletic ability and confidence.*
 - *Family ID streamlines the medical clearance process for athletes.*

[Specify planned expenses and initiatives specifically targeting EL students]

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Enhanced Services for Low-Performing Student Groups:

- African American**
- Student with disabilities**
- Foster/Homeless Youth**
- Hispanic**
- English Language Learners**
- White Student**

1. Allocation of Title I Funds:

Teacher supplemental contract for tutoring, mentorship and social emotional services.

Resource Counseling Assistant

Professional Development for members of COST, Teachers, Classified Staff and Social Emotional Support.

- Hiring additional support staff

3. Utilization of 7090/7091 Funds:

- Solely utilizing 7090 or 7091 funds, our focus is on enriching support for English Learner students by...
- ***Student attendance at events will be tracked through scanning student IDs or sign-ins.***
- ***Clubs will maintain up-to-date rosters on ATLAS and organize regular meetings/events.***
- ***Monthly reports will be generated to identify students not involved in activities for targeted outreach.***
- ***Highlander sessions will be utilized to inform students about upcoming events and activities.***
- ***Monthly House of Representatives meetings will provide a platform for student voice and information sharing.***
- ***Club Rush events will facilitate student club involvement and track new memberships.***
- ***Club advisors will receive guidance on club expectations.***
- ***Additional support and safety measures will be provided by classified employees through extra time/overtime with 20-hour contracts.***
- Offering training and ongoing support to the 1.0 FTE Dual Language Immersion Coordinator to enhance their effectiveness in supporting EL instruction.
-

[Specify planned expenses and initiatives exclusively for EL students]

4. Site-Level Actions:

- Planned actions at the site level to support English Learner students include:
- Conducting presentations in the English Language Development (ELD) class once per semester in the primary language to encourage student involvement.
- Providing a Dual Language Immersion Coordinator to support integrated and designated EL students in all classes, ensuring comprehensive instructional support across the school.
- Offering training and ongoing support to the 1.0 FTE Dual Language Immersion Coordinator to enhance their effectiveness in supporting EL instruction.

- Implementing small-group instruction and tutoring sessions to address individual student needs
- Offering professional development opportunities for teachers focused on effective strategies for English language instruction

• ***Utilization of 7090/7091 Funds:***

Supplemental contracts for mentorship, social emotional support, tutoring and continuation of BTSC supports.

Materials and supplies to support students (i.e. backpacks, clothing, learning materials)

Incentives and awards to celebrate student success.

Field Trips

Guest Speakers

Conferences for student social emotional, college visits, and other relevant opportunities.

- Offering specialized professional development for teachers and staff focused on language acquisition strategies.
- Purchasing digital resources and technology tools to enhance instruction.
- Providing extended learning opportunities such as summer, winter and extended day enrichment programs tailored to student's needs.

TSA - Rising Scholars to identify and support talented and gifted students.

• ***Site-Level Initiatives:***

- *COST, MTSS, Mentorship Programs, Tutoring, BTSC*
- Teacher prep buyout
- Rising Scholars Program
- [Specify planned expenses and initiatives exclusively for Freshman students.
- Planned actions at the site level to support Freshman students include:
 - Enhancements to the Link Crew program to provide increased support for Freshman students, including follow-up sessions after orientation and additional involvement opportunities throughout the school year.
 - Implementation of strength and conditioning classes to provide alternative opportunities for athletic development.
 - Continue the Little Buddies Program where General Education students assist in Moderate/Severe classes, promoting inclusion and support for students with special needs.
 - Establishment of Unified Sports teams to facilitate participation for Functional Skills students alongside their general education peers.
 - Connection of Foster/Homeless students to assist in Functional Skills PE classes and ensure access to extracurricular activities.
 - Monitoring of Freshman student engagement and intervention implementation by the Dual Language Immersion Coordinator.
 - Utilization of blended learning strategies by PLUS teachers to support ELA/Math instruction and preparation for standardized tests.
 - Regular monitoring and support for Foster/Homeless students by the Project Access Cou

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0335 McLane High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Student conflict mediation, support of education goals, home visits.	71,987.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics, banners, posters, ect., to promote student events and involvement.	5,000.00
G3A1	Sup & Conc	Other Instructional Resources	Cls Sup-Sup			Folklorico/Hmong instructors	10,504.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		74,055.00
G3A1	Sup & Conc	Security	Cls Sup-Ovr			Safety overtime	2,070.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Title 1 funded HSL cannot use for mandatory items (IEPs, ELAC). Support with attendance Tiers 1, 2, and 3	76,914.00
G3A3	Sup & Conc	Instruction	Teacher-Supp			Supplement support for MTSS Teacher Support	85,820.00
G3A3	Sup & Conc	Instruction	Travel			Travel expenses, registration, etc, to support Goal 2 PL and involvement.	30,000.00

\$356,350.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	85.84 %	82.4 %	2023-2024	83.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site-Specific:

- Utilize Site Data to Tailor Professional Development for Teachers: Professional learning sessions will be tailored based on site-specific data including ELAC/English assessments, EL Redesignation Goal-setting Reports, Common Formative Assessments, iReady, and SBAC results. Insights from the Instructional Practice Guide and Fresno Unified Initiatives will inform learning content, particularly emphasizing support for English Learners.
- Focus Areas:** Topics covered will include speaking and listening standards, small group instruction, and opportunities for extended student learning.
- Enhance Comprehension Support:** All teachers will receive training on strategies to enhance student comprehension of grade-level texts.
- Implementation of Proficiency-Based Learning:** Tasks and assessments will be aligned with proficiency-based learning principles.
- Foster Collaboration through PLCs:** Staff will engage in professional learning related to Professional Learning Communities (PLCs), common grading practices, and the development of common assignments/assessments.
- Prepare for Standardized Tests:** Training will be provided on test preparatory resources such as Khan Academy, PSAT online tutorials, SAT, and i-Ready.
- Review and Align Grading Practices:** School leadership teams and department chairs will review and adjust grading practices in accordance with Fresno Unified Board Policy.
- Leverage Research for Accountable Communities:** Professional learning will incorporate insights from "Learning by Doing" to support the establishment and sustainability of high-quality Accountable Communities.
- Access to External Expertise:** Professional consultants and presenters will be engaged to provide specialized training.
- Develop Close Reading Skills:** Specific training will focus on developing skills such as close reading, annotation, text analysis, and citing relevant evidence.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff Goal - Site-Specific:

McLane aims to enhance classroom instruction by revisiting CSTP2 and fostering culturally responsive teaching practices to instill a sense of relevance and ownership among students.

- Chicano Studies Course: Allocate resources for guest speakers and teacher training to implement a Chicano Studies Course.
- African American Studies Course: Allocate resources for guest speakers and teacher training to implement an African American Studies Course.
- Sustain Support for Ethnic Studies Class: Collaborate with other Fresno Unified campuses through PLCs to ensure ongoing support and enrichment for the Ethnic Studies Class.
- Support Dual Immersion Coordinator: Provide support and training opportunities for the Dual Immersion Coordinator to facilitate student goal setting and offer professional learning opportunities for staff.
- Ensure Grading Equity: Align department grading policies to uphold equity standards for all students, addressing any disparities that may exist.

- **Enhance ELD Skills:** Teachers will receive training in Designated English Language Development (ELD) skills to facilitate comprehension of complex sentence structures and phrases.
- **Support EL Access to Literacy Standards:** Teachers will be equipped to utilize standards to support English Learners' access to Common Core Literacy standards and enhance academic language development.
- **Promote Scaffolded Learning:** Ongoing professional learning will cover scaffolds and strategies to support complex text, discourse, and tasks in all classrooms, including methods like Socratic seminars, sentence frames, and starters.
- **Stay Current on Redesignation Criteria:** Stay abreast of current Redesignation Criteria and interpret relevant data to inform instructional practices.
- **District-Led Professional Learning:** Engage in district-led professional learning opportunities tied to Guaranteed Viable Curriculum Seminars and conferences tailored to support English Learner instruction.
- **Extend Student Learning Opportunities:** Provide training to staff on creating extended student learning opportunities.
- **Literacy-Focused Professional Development:** Offer professional learning opportunities for school staff, including district and site-based training focused on literacy enhancement.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The Climate and Culture team is uniting to cultivate a more positive and inclusive school environment.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Professional Learning around Cultural Proficiency and Cultural Responsive Teaching
- Allocating resources and support for new Chicano Studies Course (PL support, PLC with other high school teachers, funds for conferences/guest speakers)
- Allocating resources and support for new African American Studies Course (PL support, PLC with other high school teachers, funds for conferences/guest speakers) Incentives for EL targeted support through EL targeted PLUS Teacher and Dual Immersion Coordinator.
- Staff Professional Learning around equity of grading and assessing work through PLC's as identified by WASC team.
- Staff professional learning around common planning and backwards mapping by McLane Instructional Coach.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- Better connect tutorial and engagements (eligibility)

2 ELAC:

- More communication home in home languages and utilizing

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Variety of after-school opportunities

<div><div></div><div><ul style="list-style-type: none">• Better connect lateral and engagement (ongoing).• Purchasing around site aligned grading practices materials.• Conferences for staff enrichment around grading, culturally responsive teaching and social emotional support of students.• Additional support for SPED department (curriculum resources, classroom course options, staffing)• Allocate budgetary resources to facilitate student and staff engagement and support initiatives that align with Goal 4.</div></div>	<div><div></div><div><ul style="list-style-type: none">• More communication efforts in home languages and utilizing Home School Liaisons for support.• Professional Learning around supporting EL students in all content courses.• Substitutes to support professional learning for Teachers• Sustain consistent and regular communication between the school and home. Enhance parent involvement to bolster support for their students.</div></div>	<div><div></div><div><ul style="list-style-type: none">• Variety of other school opportunities.• Continued improvement to site facilities.• Need for more timely feedback/incentives (immediate)• Use of social media for advertising and celebrating school accomplishments.• Translate flyers and other communications in multiple languages.• Supplemental contract options for Teachers to support student success.• Engage in Spirit Teams and foster a sense of belonging.• Play an active and compassionate role and familiarize Staff with school protocols and resources available to support students in need.</div></div>
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Action 1

Title: Retention and Recruitment of Highly qualified staff

Action Details:

McLane will provide staff with professional learning opportunities and appreciation events to build a positive staff culture where teachers feel supported and valued. Utilize and leverage resources such as district recruiting events and industry partner advisories to expand our recruitment efforts to find teachers with relevant experience and diverse backgrounds. At McLane High School teachers specifically will be provided with meaningful opportunities centered to strengthen their abilities to successful perform their role at high levels. McLane teachers will be provided a variety of training, coming together as subject alike and grade alike teams, in addition the opportunities to attend appropriate off site teacher conferences to ensure the above takes place. McLane will also provide teachers the opportunities of working with district support staff to identify areas of need (i.e. math, EL supports) and create a comprehensive plan that ensures all students have equitable and consistent opportunities to participate in high quality learning. Teachers, instructional coaches, site-admin, coordinator, etc. will also identify team and individual PL opportunities. Furthermore, in alignment with ensuring teachers get the necessary professional learning, a yearly professional learning calendar will be created in collaboration with our sites ILT. In addition, new teacher who are hired to fill vacancies will take part in our McLane New Teacher trainings that will be taught by our current staff who demonstrate expertise in the specific topic of discussion/learning (grading/assessment, classroom environment strategies, PLTs etc.) Teachers who are leading these seminars will be compensated for their instruction and planning. Building and promoting a positive culture for staff so staff feel appreciated and valued in an effort to retain teachers will continue to be priority. Teachers will be recognized for efforts relating to instruction, testing, student certification, etc. Funding will be used for supporting elements of a positive faculty/staff culture and staff appreciation/culture building events. The continuation staff teams and other team comradery focused events will take place with weekly and monthly frequency. In addition to the above, maintaining a safe environment for all is vital to ensuring a positive culture that will retain our current staff and attract talented educators. Safety guidelines and recommendations for protocol will take place in collaboration with our teacher leadership teams (Dept.Chairs, ILT, CCT and SBC). In order to ensure our current teaching staff is provided with the best colleagues in the event a vacancy occurs, being active in the district recruiting process in the early Spring is vital. Teachers in the lateral pool are first to have the ability to apply for open positions. Open positions will be advertised, and applicants will be referred to follow the district HR hiring process. We will look to ensure open position are filled in a timely manner with a candidate who has a diverse background with experience in working with diverse students that will ultimately enhance the overall strength of the faculty and staff at McLane Poly. We will seek employs that will contribute and enhance the levels of collaboration to become high functioning PLTs that we working to achieve. Lastly, recruitment and retention through industry partners will be done throughout the year. Industry partners will be leveraged to support the advertisement of open positions and applicants will be referred to follow the district hiring process.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target
Saff Culture and Climate Survey

Owner(s):
Climate and Culture Team
Administration

Timeline:
Twice per year following surveys

Details: Explain the data which will specifically monitor progress toward each indicator target

Staff participation in team and climate building events

Owner(s):

Administration

Timeline:

Weekly, bi-weekly, monthly

Details: Explain the data which will specifically monitor progress toward each indicator target

Discipline and behavioral support data monitoring (student and staff)

Owner(s):

Intervention Team and VPs

Timeline:

Weekly throughout the year

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Professional learning for teachers will allow them to provide instructional supports and strategies to support student learning and promotion of a positive learning environment.
- Clearly articulated expectations for students and staff with monitoring and followup through support when these outcomes are not achieved.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0335 McLane High School (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Title 1 Basic	Instruction	Teacher-Subs			Substitutes (No IEP's)	5,974.00
G4A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental contracts (No IEP's)	9,808.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Substitute support	11,944.00

\$27,726.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	84.22 %	84.1 %	2023-2024	85.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

The overall implementation of each action within the Family Goal - Site Defined is examined, focusing on their effectiveness in achieving the expected outcomes for the aligned metrics. These actions encompass initiatives targeting students, staff, and families to enhance family engagement and support student success.

1. McLane High School values its partnership with parents and community members, recognizing their crucial role in supporting student success. Various communication channels are utilized to provide up-to-date information to parents, including EduText, ATLAS parent portal, Parent Square, newsletters, teacher websites, and regular meetings.
2. Coffee hour is held on a regular basis to increase and encourage active family participation. These meetings also serve as a platform for soliciting parent feedback to enhance school-to-home communication and support schoolwide systems.
3. The English Learner Advisory Council conducts regular meetings to review student and site performance regarding EL matters. These meetings also serve as a platform for soliciting parent feedback to enhance school-to-home communication and support systems for English Learners.
3. Students who are "Off-Track" receive notifications for parents and students to attend off-campus nights, where school counselors, administrators, and the principal discuss A-G requirements, attendance makeup, and parental involvement opportunities on campus.
4. As needed, parent conferences with counselors and teachers are held to report on student progress, assessment results, and resources to support English Learner achievement. Transportation assistance is provided for these conferences. Grade level counselor meetings provide tailored information on graduation requirements, A-G completion, credit earning, additional support, tutoring, and credit recovery.
5. Parents of re-designated students are informed of their students' success and provided with information on continued academic and proficiency growth. Assessment results for ELAC/English

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal - Site Defined:

Our Climate Culture Surveys via Panorama shed light on parental comfort levels at McLane.

- In Spring 2024, family engagement is at 78%, decreased from 84% in Fall 2023.

Communicating with families regarding their students' graduation status:

- The Class of '22 achieved a graduation rate of 89.9%, slightly higher at 89.2% for the Class of '23.
- McLane will continue with "Off Track" student nights, fostering collaboration between parents and support staff, counseling, and administration to tackle A-G requirements.
- Additionally, the 9th Grade Success Team will continue with a 9th Grade Success Parent Meeting to educate parents about A-G Requirements and post-Secondary options.

Graduation Rates for the Class of 2023 by student groups:

1. **Students with disabilities: 63.5%**- Decrease of 3.7% - RED
2. **Hispanic: 88.4%**- Decrease of 2.3% - ORANGE
3. **English Learners: 84.5%**- Maintained, with a decrease of -0.3% - YELLOW
4. **Socioeconomically Disadvantaged: 90.1%**- Increased by 1.3% - GREEN
5. **Asian: 96.3%**- Notable increase of 7.2% - BLUE
6. **Other student groups:**
 - **African American: 9 Students**
 - **American Indian: 1 Student**
 - **Filipino: 1 Student**
 - **Foster Youth: 4 Students**
 - **Homeless: 19 Students: 68.4%- Decline of 16.2%**
 - **Two or more races: 7 Students**
 - **Pacific Islander: 3 Students**
 - **White: 10 Students**

assessments are mailed home in parents' primary language.

Overall, these actions demonstrate a intensive effort to engage families and provide necessary support to ensure student success. Through effective communication and targeted interventions, McLane High School aims to foster a collaborative partnership between the school and its community to support student achievement and well-being.

Communication with families regarding Chronic Absenteeism to offer support and opportunities for increased campus involvement.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Assessment of Implementation for the Current Year

This year, there have been several notable differences between the intended and actual implementation of actions and budget expenditures aimed at meeting the goal of enhancing family engagement. Here is a summary of the intended actions compared to the actual actions that occurred:

- 1. **Intended:** Collaboration with feeder school administrators to organize parent presentations for 8th grade parents regarding clubs, events, and sports at McLane.

Actual: Presentations were conducted for McLane parents during various meetings, including SSC, ELAC, Parent University, Parent Empowerment, DLI Parents, Hmong Parent, and counselor grade level parent meetings, ensuring robust meeting opportunities for parents weekly.

- 2. **Intended:** Back to School and Open House Nights to inform parents about extra-curricular opportunities and connect with school staff.

Actual: These events provided opportunities for parents to engage with coaches, club sponsors, counselors, and administrators, facilitated by transportation for students with FAX bus passes.

- 3. **Intended:** Utilization of district-initiated communication platforms (Parent Square, EduText, Remind, Rapid Alert) for weekly parent engagement.

Actual: Parent Square was utilized by both the school and individual teachers to keep parents informed about events and recruitment periods for sports and clubs.

- 4. **Intended:** Senior Nights and communication of community service requirements by athletic teams.

Actual: Athletic teams communicated the community service component to parents during Senior Nights.

- 5. **Intended:** Performances by Music, Drama, and Art programs with increased promotional materials for events.

Actual: Promotional materials for events such as dances, concerts, plays, and special events were increased to enhance communication with parents.

- 6. **Intended:** Provision of transportation and refreshments for parent outreach.

Actual: Transportation and refreshments were provided to facilitate parent outreach efforts.

- 7. **Intended:** Off-Track parent night for parents.

Actual: Off-Track parent nights were conducted to address student progress and provide support for parents.

Overall, despite some deviations from the initially planned actions, McLane High School successfully implemented a range of initiatives to engage parents and foster a supportive school community. Through various communication channels and targeted events, efforts were made to ensure that parents were informed and involved in their children's education and extracurricular activities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Adjusting contact expectations for the Home School Liaison role.

- *Intense focus with parent outreach*
- *Monthly Parent meetings: Coffee with an Administrator*
- *Amplifying communication about school programs through the website, Parent Square, and phone calls.*
- *Providing parents with accessible support and informational resources.*

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none">• <i>Many students lack a familial history of college attendance, necessitating ongoing communication and assistance. (Parent University/Coffee Hour meetings)</i></div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none">• <i>Provision of tutorial support.</i>• <i>Hosting of parent workshops (Parent University/Coffee Hour meetings)</i></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><p><i>Training sessions on School Apps to support parental involvement:</i></p><ul style="list-style-type: none">• Parent Square• School Website• School Engagement events (Back to School Night, Open House, CTE Events, Athletic Events, Theatre, Band, Folklorico, Hmong Dance)</div>
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Action 1

Title: Parent Engagement in Academics/Activity Opportunities

Action Details:

McLane parents are a valued part of our learning community and will be welcomed on to campus to participate in a variety of school activities. Parental engagement in different school events plays a crucial role in developing community and is important for students both socially, emotionally and academically

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Parent survey data, Student survey data SEL Data Reports Parent Meeting sign in sheets ELAC/DLAC/SSC meeting sign in sheets. Parent/Teacher Conference Sign-in Logs, SST/IEP attendance logs, Rafter Visitor Sign-in Logs, etc

Owner(s):

- Administration
- Targeted Support Team
- Climate-Culture Team
- Staff

Timeline:

Weekly/Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Student Academics: PL and PLC's provide opportunities to share best practices and learn from each other. They will share Unit Overviews, Lesson Topics, and testing calendar with parents quarterly.

Student Centered an Real-World Learning: Staff planning cultural assemblies and field trips

Student Engagement: Students connecting their learning and applying their learning through real-life experiences promotes engagement.

Funding for Activities:

- Talent Shows
- Athletic events
- Translators Fund
- Food for Parent Events Assemblies
- Funding for Graphics
- Food/Snacks for Assessment Windows
- Food/Snacks for various Family Nights (Back to School/Open-House)
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies
- Babysitting for various meetings (Coffee Hours, SSC and ELAC/DLAC)

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Home School Liaison will be provided to translate for parent meetings, coordinate parent events, and coordinate ELAC and SSC.
- Parent University Classes to engage parents in their child's education.
- Parent Participation in Family Nights
- ELAC meetings to inform parents of student's progress
- Parent Conferences going over EL Redesignation data
- Title 1 meetings will provide all stakeholders the opportunity to understand the goals, allocation of funding sources, parent involvement, informational power points will include narrations in Spanish and English for parents.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Home School Liaison will target parents of students who have chronic/severely attendance to engage them in positive dialogue around engagement and attendance.
- Parent University Classes to engage parents in their child's education.
- Parent Participation in Family Nights
- Title 1 meetings will provide all stakeholders the opportunity to understand the goals, allocation of funding sources, parent involvement, informational power points will include narrations in Spanish and English for parents.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0335 McLane High School (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Material/supplies to support parent involvement and participation **no food/incentives**	1,000.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.7500	Title 1 funded HSL cannot use for mandatory items (IEPs, ELAC) also G5A2 and G4A2	64,391.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent materials	3,500.00
G5A1	Sup & Conc	Parent Participation	Communicatio			Communication services and goods to support parent participation.	5,000.00

\$73,891.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0335 McLane High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			**No incentives or food**	2,566.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	14,160.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			Local mileage for HSL	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	APIC at McLane	62,045.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books, subscription to support instructional needs, social emotional needs of students. All Goals 1-5.	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials, supplies, incentives to support and improve academic performance and site safety	298,762.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology, equipment, and trailer/transport	20,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			College trips: -Transportation to support academic success. -A-G completion and career readiness.	25,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair and maintenance.	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Motivational guest Speakers	7,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental pay to support EL achievement and ELPAC Accessors.	9,787.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Edgenuity - Library books and resources	1,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	Teacher to support EL Students	145,101.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Instructional materials/supplies and professional Learning to support EL students.	5,000.00
G1A2	LCFF: EL	Instruction	Copier Maint			Copier lease/maintenance (EL Supports)	1,000.00
G1A3	Sup & Conc	Instruction	Direct-Food			Food services and supplies to support instructional activities to increase and maintain goal 2 efforts.	8,000.00
G2A1	Sup & Conc	Plant Maintenance & Operations	Fuel			Fuel for vans; College and Career trips	6,000.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Student conflict mediation, support of education goals, home visits.	71,987.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics, banners, posters, ect., to promote student events and involvement.	5,000.00
G3A1	Sup & Conc	Other Instructional Resources	Cls Sup-Sup			Folklorico/Hmong instructors	10,504.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		74,055.00
G3A1	Sup & Conc	Security	Cls Sup-Ovr			Safety overtime	2,070.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Title 1 funded HSL cannot use for mandatory items (IEPs, ELAC). Support with attendance Tiers 1, 2, and 3	76,914.00
G3A3	Sup & Conc	Instruction	Teacher-Supp			Supplement support for MTSS Teacher Support	85,820.00
G3A3	Sup & Conc	Instruction	Travel			Travel expenses, registration, etc, to support Goal 2 PL and involvement.	30,000.00
G4A2	Title 1 Basic	Instruction	Teacher-Subs			Substitutes (No IEP's)	5,974.00
G4A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental contracts (No IEP's)	9,808.00
G4A2		Instruction	Teacher-Subs				11,944.00

G4A2	Sup & Conc	Instruction	Teacher-Subs			Substitute support	11,944.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Material/supplies to support parent involvement and participation **no food/incentives**	1,000.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.7500	Title 1 funded HSL cannot use for mandatory items (IEPs, ELAC) also G5A2 and G4A2	64,391.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent materials	3,500.00
G5A1	Sup & Conc	Parent Participation	Communicatio			Communication services and goods to support parent participation.	5,000.00
							\$1,074,388.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$248,800.00
Sup & Conc	7090	\$664,700.00
LCFF: EL	7091	\$160,888.00
Grand Total		\$1,074,388.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$610,421.00
G2 - Expand student-centered and real-world learning experiences	\$6,000.00
G3 - Increase student engagement in their school and community	\$356,350.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$27,726.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$73,891.00
Grand Total	\$1,074,388.00