

McLane High

10621661034214

Principal's Name: Brian Wulf

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Brian Wulf', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

District Goals	
<p>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.</p>	
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


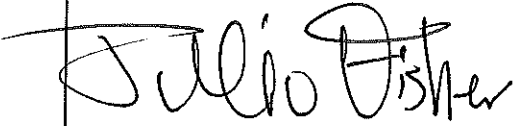
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>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.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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 subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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 - Julio Fisher					X
3. Vice Chairperson- Luis Franco					X
4. Robert Hayes		X			
5. Michael Clark		X			
6. Jennifer Pennington		X			
7. Sareoun Than			X		
8. Jeffrey Shaffer				X	
9. Danielle Zavala				X	
10. Lauren Trzeciak			X		

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>3/22/2022</u> .

Required Signatures

School Name:			
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		3/30/22
SSC Chairperson	Julio Fisher		3/30/22

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 2022/23

McLane - 0335

ON-SITE ALLOCATION

3010	Title I	\$226,801 *
7090	LCFF Supplemental & Concentration	\$535,806
7091	LCFF for English Learners	\$131,274
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$175,100</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$1,068,981

* 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	\$61,804
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$164,997</u>
	Total Title I Allocation	<u>\$226,801</u>

McLane High 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		7.88 %	2021-2022	10.56 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		7.95 %	2021-2022	12.25 %
Passed all semester 1 courses with C- grade or better			34.05 %	2021-2022	35.15 %

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.

4 Year Cohort Graduation Rate

i-Ready ELAD 1 On Level

Need for differentiated support strategies for students performing significantly below grade level.

Actions below are in progress and on-track to meet targets.

- Using PLUS intervention teachers as support to ELA 9-11th grade classes to pull out students and utilizing remedial blending learning strategies at lunch, after school and before school.
- Using weekly English Professional Learning Community meetings to debrief with Teachers, PLUS Teachers and Vice Principal over ELA student data to assess which students benefit from pullout tutoring.
- Analyzing admin IPG data targeting Tenet 2 Challenging Content and Tenet 3 Student Ownership to assess rigor of GVC to help pivot instructional practices.
- Utilizing district resource "Learning by Doing" to revamp site PLC's through Admin lead Professional Learning sessions around creating and assessing student data for all department meetings to help promote student content mastery.
- Implementing site testing assemblies promoting knowledge to student around SAT and

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

4 Year Cohort Graduation Rate

i-Ready ELAD1 On Level

Strategies to accelerate and support learning of students with disabilities. Challenges in implementing the co-teaching model.

- 1-to-1 student computers utilizing blended learning model where teachers use a mixture of online learning, student groups and pull out strategies' with PLUS teachers to be more intentional about their interventions.
- 100% of all ELA teachers have tablets where students can utilize Spring Board for accelerated materials if they are finished with a task before their peers.
- PLC time is used for teachers, Vice Principal, and PLUS teachers to discuss CFA and target students for pull-out lessons so students are able to receive immediate re-teaching on the material they are struggling with.
- 2021-2022 ELA PLC targeted structures for African American and Hispanic students by creating onsite mentors to pull students with hopes that they can make a connection with a member on campus to voice academic concerns to improve iReady proficiency from **African American (26.5% proficient) and Hispanic (46.4% proficient)**.

SBAC/iReady testing to change site testing culture.

- Site funded professional learning days for all ELA content area teachers to build their capacity to intentionally plan GVC units together and assess student interim data from online learning.

i-Ready Math D1 On Level

Need for differentiated support strategies for students performing significantly below grade level.

- Using PLUS intervention teachers as support to Math 9-11th grade classes to pull out students and utilizing remedial blending learning strategies at lunch, after school and before school.
- Weekly Professional Learning/PLC meetings between math teachers and Vice Principal discussing interventions, re-teaching and next steps for student growth by assessing CFA data.
- Analyzing admin IPG data targeting Tenet 2 Challenging Content and Tenet 3 Student Ownership to assess rigor of GVC to help pivot instructional practices.
- Utilizing district resource "PLC Plus" to revamp site PLC's through Admin lead Professional Learning sessions around creating and assessing student data for all department meetings to help promote student content mastery.
- Implementing site testing assemblies and goal setting for staff and students promoting knowledge to student around SAT and iReady testing to change site testing culture.
- Site funded professional learning days for all Math content area teachers to help build their capacity to intentionally plan GVC units together and assess student iReady data from online learning.
- Maintaining Algebra 1 credit recovery class each semester to make up credit deficiencies.

Students who passed all Semester 1 courses with C- grade or better

Need for differentiated support strategies for students performing at a C or better in their courses.

- Department PLC meetings to address targeted instruction for students who meet standards in their courses.
- Additional incentives besides academic awards, for all classes/school site to promote student success.
- Continue as an admin team addressing IPG data targeting Tenet 2 Challenging Content and Tenet 3 Student Ownership to assess rigor of GVC to help pivot instructional practices for students meeting standards.

I-Ready Math D1 On Level

Strategies to accelerate and support learning of students with disabilities. Challenges in implementing the co-teaching model.

- 100% of all Math teachers have tablets where students can utilize Go-Math for accelerated materials if they are finished with a task before their peers, or remedial questions to help support students struggling with material and need it re-taught.
- PLC time is used for teachers, Vice Principal, and PLUS teachers to discuss CFA and target students for pull-out lessons so students are able to receive immediate re-teaching on the material they are struggling with.
- 2021-2022 Math PLC targeted structures for all students to keep increasing our growth 4% we accumulated last year to another 4% increase on our iReady Spring Assessment.

1. **African American- (9% proficient)**
2. **Hispanic- (12.8% proficient)**
3. **Asian- (22.2% proficient)**
4. **White- (35.8% proficient)**

Students who passed all Semester 1 courses with C- grade or better

Strategies to accelerate and support learning of students who are meeting standards in their classes.

- 32% of McLane students have a C or better during the 2021-2022 school year.
 - Connecting with students, parents and counselors to ensure students who are meeting standards are enrolled in AP-Dual Enrollment courses to continue progress towards A-G completion.
 - Incentives for students meeting academic standards (example: college visits, motivational speakers, and GPA jumpers (students who improve their GPA from one quarter to the next).
 - **EL students: 33% of students have a C or better Semester 1 2021-2022**
 - **Special Education: 33% of students have a C or better Semester 1 2021-2022**
 - **Foster Youth: 20% of students have a C or better Semester 1 2021-2022**
1. **9th Grade: 20% of students with a C or better Semester 1 2021-2022**
 2. **10th Grade: 33% of students with a C or better Semester 1 2021-2022**
 3. **11th Grade: 42% of students with a C or better Semester 1 2021-2022**
 4. **12th Grade: 46% of students with a C or better Semester 1 2021-2022**

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
- Home School Liaison- Effective will continue next year
- Dual Immersion Coordinator- Effective next year

- Providing for teacher professional learning and sub release time- Effective and will continue
- Intervention Coordinator- Effective will continue next year

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 2022-23 SPSA.

Site will be more intentional breaking down and monitoring dis-proportionality among all student subgroups by targeted MTSS interventions at McLane High School.

1. Blended Learning in Math/ELA utilizing PLUS supports for help support Tier 1 interventions for teachers.
2. Linked Learning/Pathway Trainings to align core subjects to CTE for Project Based Learning.
3. Each week coaches and CTE teachers will continue to receive referrals for their students to receive tutorial services according to their individualized needs. Student athlete access to tutorial has been made available by establishing the expectation among coaches that no practice begins until after a 3-4PM athletic tutorial session and through the evaluation of coaches based on the attendance of their student athletes.
4. Pathway student access to tutorial has been made available by adjusting the seventh period schedule each week and will continue through the 2022-2023 school year.

Step 4: Educational Partner Involvement. Share the data 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:

- Tutorials (remediation)
- Technology
- Student incentives
- More celebration of academic success (Academic Awards)
- 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.

2 ELAC:

- Tutorial support
- BIAs
- Parent workshops (Parent University, Coffee Hour, Off Track Graduation Sessions)

3 Staff:

- Technology
- Professional learning opportunities
- Tutorial improvements
- More support staff (BIAs, paraprofessionals)
- Cross-curricular instruction
- Explicit teaching of college-ready 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:

McLane will continue to ensure that all students receive high quality first instruction and establish ownership in their learning. McLane will be focusing on Tenet 2 and tenet 3. Tier 1 interventions will be targeted by a systematic

response to intervention within our school, and continually improve ELA/Literacy instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate mastery of literacy standards.

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, SBAC, SAT and iReady and IAB data.

Owner(s):

Principal
Vice Principals
Teachers

Timeline:

Weekly

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

Classroom walk through data from Instructional Practice Guide along with work from Guaranteed and Viable Curriculum will demonstrate rigorous task and student ownership of learning.

Owner(s):

Principal
Vice Principals
Department Chairs

Timeline:

Weekly

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

PLC agendas and artifacts reviewed by ILT and admin team to ensure student performance is analyzed and follow-up plans are made.

Owner(s):

Principal
Vice Principals
Intervention Coordinator
ILT Team

Timeline:

Monthly

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

PLC teams will develop / refine/ use common formative assessments and analyze the results of CFA's to monitor student progress and plan instruction.

Owner(s):

Principal
Vice Principals
Lead teachers
Teachers

Timeline:

Monthly

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

Evidence of iReady, IAB and blended learning usage and tutorial support to increase skills in English.

Owner(s):

Intervention Coordinator
Teachers

Timeline:

Quarterly

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

Tier I: Gradual release of instruction that focuses on practices that enhance the understanding of grade level standards.

- 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](#), 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.

Tier II: After school [tutoring](#) available by ELA teachers to PLUS teachers with referral and walk-in service

- After School Program will be used as a support with Teaching Fellows for targeted academic support.

Tier II: Lunch time [tutoring](#) available by English teachers by appointment or walk-in service.

Tier II: Teacher support in classroom as push in or pull out to help with Tier II intervention. Specifically targeting English I

- Students will receive training and practice taking grade level assessments and [online](#) assessments in preparation for CAASPP, iReady, SBAC, PSAT, IAB and SAT.
- 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 identified tier III students.

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

2020-2021 Students MEETING STANDARDS in SBAC ELA 48.6% from 44.4% meeting standards in 2019-2020

[Specify enhanced services for EL students:](#)

- 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.
- BIA available to support students in academic classes.

Dual Immersion Coordinator provided to support integrated and designated EL in all classes and ensuring proper support of instruction across the school.

Continued training and support provided to D.I. Coordinator.

[Specify enhanced services for low-performing student groups:](#)

D.I. Coordinator will monitor EL students each semester grade/attendance reports to provide targeted interventions.

PLUS teachers will use blended learning strategies to support ELA/Math teachers to prepare students for PSAT, IAB, iReady, SBAC and SAT data.

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.

For support of our special education students McLane will be moving all of our SDC students to co-teach. This opens up additional electives and options for our students to get involved on campus.

Utilizing Edgenuity involving extended learning opportunities to support/encourage student [credit](#) recovery on campus.

Action 2

Title: English Language Learners Support Services

[Action Details:](#)

McLane High School will provide comprehensive programs to serve English Learners in all stages of [language](#) acquisition and academic development utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing re-designation and proficiency levels on ELAC and content focused common formative assessments. School will implement school-wide literacy strategies across all classes with a focus on ELA, History and Science. Supports will also be implemented to intervene when students struggle as well as to deepen and extend learning. Staff will work to provide instruction in all curricular areas that require students to engage in complex text, write regularly, and participate in academic talk; staff will monitor progress of English Learners and know strategies to support and challenge continued literacy development.

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 an course sequence.

Owner(s):

Head Counselor
Dual Immersion Coordinator

Timeline:

August 2022

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

Increase enrollment of Long Term English Langauge Learners in GATE, Honors, AP and Dual Enrollment Classes.

Owner(s):

Head Counselor
Counselors
Intervention Coordinator
D.I. Coordinator
Teacher

Timeline:

August 2022
Reviewed Quarterly

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

Using iReady 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
D.I. Coordinator
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 grade English Learners will have their grades and attendance monitored by Dual Immersion Coordinator. D.I. Coordinator will then reach out to teachers, counselors, VPs and Home School Liaison for support.

Owner(s):

VPs
Counselors
D.I. Coordinator
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, D.I. Coordinator and Vice Principals to ensure performance of English Learners is analyzed by teams.

Owner(s):

Principal
VPs
D.I. Coordinator
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: D.I. 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 writing.

- 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 D.I. 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:](#)

All monitoring and services described in Action #3

Goal setting and communication of progress towards goals with guardians.

Intervention: EL students scoring significantly below grade level reading will meet in flexible **intervention** groups through D.I. Coordinator every other week until they reach a iReady score to trigger re-designation.

Supplemental books and resources to support EL students.

D.I. Coordinator being provided to support integrated and designated EL in all classes and ensuring proper support of instruction across the school.

Continued training and support provided to new Dual Immersion Coordinator

[Specify enhanced services for low-performing student groups:](#)

Targeted after school interventions will be held by D.I. Coordinator to support EL students who are struggling with their core classes. Data will be reviewed weekly during MTSS to track students and their weekly progress.

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

2019-2020 **16.6%** of our EL students were considered chronically absent, 2020-2021 EL student data has increased to **31%** of our students who are considered chronically absent. 2021-2022 **13 %** of our EL students were considered chronically absent. Our goal is to utilize our intervention coordinator and DI coordinator to help support our students and their families getting them more involved in on campus activities.

Action 3

Title: Students Meeting or Exceeding Standards in Math

[Action Details:](#)

McLane will continue our mathematical supports for all students aligned to the Common Core State Standards with emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Particular attention will be placed on Math Practice 1 ("Make sense of problems and persevere in solving them"). Supports will center on professional learning, with PLC's as the drivers, the use of common formative assessments, performance tasks, and Response To Intervention.

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

Evidence of the implementation of professional learning around the work of PLC's. Understanding of student progression using PSAT, iReady, SBAC 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 Practice Guide along with work from Guaranteed and Viable 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 PSAT. 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.

- 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.

Tier II Lunch time [tutoring](#) available by appointment or walk-in service to math teachers.

- 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

?Students with SBAC Math Scores that MEETS or EXCEEDS Standards during the 2021-2022 school year 16.1% from the 15.5% in 2019-2020.

[Specify enhanced services for EL students:](#)

[Specify enhanced services for low-performing student groups:](#)

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.
 BIA available to support EL students in Academic classes.
 Dual Immersion Coordinator being provided to support integrated and designated EL in all classes and ensuring proper support of instruction across the school.
 Continued training and support provided to D.I. Coordinator.

D.I. Coordinator will monitor EL students each semester grade/attendance reports to provide targeted interventions.
 PLUS teachers will use blended learning strategies to support ELA/Math teachers to prepare students for PSAT, SBAC, SAT and iReady.
 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.
 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: One D or F on Any Report Card (grades 9-12)

[Action Details:](#)

McLane High School will continue our Academic Response to Intervention programs as evidenced by on-going tutorials, learning labs, targeted interventions, classroom supports, and enrichment opportunities for students. Focus will remain on increasing the amounts of students reaching mastery and increasing the number of students on track for A-G course completion; therefore, increasing the amount of students who are college and career ready.

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](#)

Monthly Department Team Meetings

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

Vice Principal
 Principal
 Department Teams
 Intervention Coordinator

[Timeline:](#)

Every 2 Weeks

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

PLC's will develop and coordinate tutorials based on student performance and identified student needs.

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

Teachers
 Department Teams
 Intervention Coordinator
 Vice Principal over content specific team

[Timeline:](#)

Ongoing

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

Intervention Coordinator 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.

Owner(s):

Intervention Coordinator
Department Teams

Timeline:

Monthly

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

Intervention Coordinator 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

Owner(s):

Intervention Coordinator
AP/Dual Enrollment Teachers
Department Teams

Timeline:

Weekly,
Monthly,
Quarterly

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

Pathway 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.

Owner(s):

Pathway Coordinator
Pathway Teachers
Department Teams

Timeline:

Weekly,
Monthly,
Quarterly

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

Tier I: PLC's will plan common formative assessments aligned to focus standards.

Tier II: PLC's and Department Teams will collaboratively review data and plan RTI for students.

- PLC's and Lead Teachers will conduct CCI process once per quarter to monitor student progress and identify instructional needs.
- Transportation available to support students with A-G completion by attending outside events.

Tier III: Systematic intervention groups will be formed based on student needs in relation to content standards.

Tier III: Differentiated instruction based on results of assignments or assessments. Lessons may include use of front loading strategies, re-engagement, re-teaching, collaborative learning or enrichment strategies.

- Aligned curriculum that vertically articulates and assesses progress uniformly.
- Coherency surrounding the expectations in regard to McLane's guidelines for student success.
- Culturally consistent classrooms which foster student engagement and support student-centered learning.
- Consistent grading practices in departments in alignment with Fresno Unified Board Policy.
- Student grades will be monitored by teachers, administration, counselors, and support services staff.
- Technology, incentives, books materials and supplies to support instruction for all students.
- Tutorials will include but are not limited too: technology based learning programs, teaching fellows, after school program, supplemental contracts for content teachers, Saturday academy, and small group instruction within the classroom.
- Tutorial and credit recovery scheduling/monitoring by I.C. Alyssa Rodriguez

Specify enhanced services for EL students:

Dual Immersion Coordinator and PLUS teachers will work with specific groups of EL students (LTEL's) to provide support as well as work with teachers regarding instructional strategies to best support EL's.

EL Support Teacher will work with PLC's to ensure proper implementation of ELD CCSS.

Academic Counselors, SAP Counselor, School Psychologist, and our Re-engagement Center will provide support for our economically disadvantaged and foster students.

Specify enhanced services for low-performing student groups:

D.I. Coordinator will monitor EL students each semester grade/attendance reports to provide targeted interventions to ensure Spanish speaking population is tracked.

PLUS teachers will use blended learning strategies to support ELA/Math teachers to prepare students for iReady, IAB, PSAT, and SAT.

African American Mentor teacher will continue working with 25 at-risk students who are struggling academically,

EL students will be provided with the opportunity to attend content tutorials and/or EL Tutorials.

EL students will work with bilingual peer helpers/tutors during tutorial.

D.I. Coordinator being provided to support integrated and designated EL in all classes and ensuring proper support of instruction across the school.

Training and support provided to D.I. Coordinator

behaviorally and social-emotionally.

Project [Access](#) Counselor will monitor Foster/Homeless students by connecting monthly tracking attendance, grades and behaviors.

2022-2023 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			: Materials and supplies to support student learning **No food or incentives**	2,476.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	APIC at McLane--.6	51,238.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology, equipment, and trailer/transport.	60,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier maintenance/leasing	10,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		128,096.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology and equipment to support student academic achievement	175,100.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Instructional materials/supplies and professional learning to support EL students.	2,178.00
G1A2	LCFF: EL	Instruction	Copier Maint			Copier lease/maintenance (EL supports)	1,000.00
G1A4	Title 1 Basic	Instruction	Nc-Equipment			: Technology and equipment to support instruction.	5,000.00
G1A4	Sup & Conc	Instruction	Bks & Ref			: Books, subscriptions to support instructional needs, social emotional needs of students. All Goals 1-5.	1,000.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Materials, supplies, incentives to support and improve academic performance and site safety.	217,246.00

\$653,334.00

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
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		72.12 %	2021-2022	73.22 %
Graduation Rate	✓		89.72 %	2020-2021	90.82 %

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

- Pathway Coordinator monitors success and completion of project based learning and staff implementation of content.
- PL's scheduled with all pathways to ensure all teachers are collaborating on their collaborative projects so students receive their CTE completion certificate.
- Pathway Coordinator monitors all D/F's by collaborating with counselors to run reports of students who are struggling in their classes.
- Coordinator attends weekly AC/PLC meetings of CTE/Linked Learning teachers to ensure collaboration and student data is being tracked and monitored.
- Pathway Coordinator and teachers work together to monitor CALPADS requirements and completions to ensure all students assessments align with district graduate profile.
- Pathway Coordinator and teachers monitor student completion of industry certifications making sure students are passing: Microsoft Office, NCLB, OSHA 10, CPR and Bank Teller Certification.
- Recruitment and Retention enrollment of CTE and Linked Learning courses is monitored by Pathway Coordinator to ensure the program remains relatable and engaging to students.
- Pathway Coordinator and teacher work together to provide meaningful work-based learning opportunities for all pathway students and CTE.

Student-centered real-world learning experience - Site Defined

- McLane student nutrition juice bar ran by students in MERA Pathway
1. 10 Student Interns @\$15.00 per hour with a maximum of 120 hour total per contract.
 2. Total Salary plus benefits: \$21,000 (If minimum wage increases in 2023, this can bump up to \$22,000.)

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 2019-2020 to 2020-2021 enrollment increased from 44.8% to 47.5%.
- 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 Mid/Moderate SDC students.

3. Training students in Dual Immersion program as well as Education Pathway to become BIA Tutors that are compensated by McLane High School.

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).

Previous model for CTE was not meeting the needs for students, revamp model will be used for agendas, dates and focusing on industry partners so students have greater access to work-based/project based learning. Due to the pandemic, sub shortages have made it difficult to buy out time for teachers to collaborate not just with their pathway teams, but cross-curricular.

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 2022-23 SPSA.

1. Linked Learning Enrollment

2.CTE Enrollment Creation of ArtVenture Pathway in 2019-2020 school year opened up additional courses and opportunities for students who are interested in professions in the areas of Arts and Multi-Media.

- Coordinator wants to expand ArtVenture's industry certifications offerings as well as participating in a CTSO.
- Business Pathway needs to expand on paid internship opportunities as well as college credit offerings.
- Teacher Academy, identify a new college course for the senior capstone class.
- MERA, expand on more work-based learning opportunities on augmented reality job shadows and medical procedures.

Additional FTEs for CTE internship courses that can be used to enroll pathway students that will count as internship hours during a class period and getting GElective credits at the same time

1. This will be implemented in the Teacher Academy where students can intern in another class as teacher assistance during their internship period.
2. This will be implemented in the ArtVenture Academy as a 7 period course where students can get their internship hours and G Elective credit at the same time.

Step 4: Educational Partner Involvement. Share the data 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:

- 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 vertical articulation.
- Increase amount of hands-on learning opportunities.

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:

- 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

programs.

Action 1

Title: CTE Enrollment

Action Details:

McLane High School will continue to expand student engagement who are enrolled in CTE program with meaningful Work-Based Learning experience, industry certification and 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):

Pathway Coordinator
Teacher 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):

Pathway Coordinator
Teacher 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):

Pathway Coordinator
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):

Pathway Coordinator

Timeline:

Monthly

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

Monitoring student completion of CALPADS requirements. Track activity tool for student success. Monitor NAF assessments. Align pathway common formative assessment with the district graduate profile.

Owner(s):

Pathway Coordinator

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: Microsoft Office, NCLB, OSHA10, CPR, Bank teller certification, etc.

Owner(s):

Pathway Coordinator
Teacher Leads

Timeline:

Quarterly

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

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.

Owner(s):

Pathway Coordinator
Teacher leads

Timeline:

Weekly

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

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 2019-2020 school year. In order to support a meaningful WBL experience for students, the following is implemented:

Tier I: Support for students who are participating in work-based learning through NAF or CTE courses.

- Medical Pathway
- Education Pathway
- Business Pathway
- ArtVenturePathway
- After school intervention support through extra pay contracts for CTE teachers to support student needs.
- Purchase of vans for transportation supporting outside classroom work-based and project based learning experiences.
- Support for students to participate in CTOS to compete in the regional, state and national competitions in:
 1. HOSA- Heath Occupation Student of America
 2. FCCLA- Family, Career, Community Leaders of America
 3. FBLA- Future Business Leaders of America
 4. Skills USA
- Supplemental Contracts for classified employees, to help support any WBL opportunities such as assisting and chaperoning field trips, job shadowing, CTE competitions, proctoring certification examinations such as NCLB, IC3 Core, and Microsoft Office, CPR/First Aid Certification Training, College & Career Fairs, Health Fair, etc.

Tier II: Incentives for McLane's Advisory committee and Business Partners participation in order to retain their active engagement with McLane's CTE programs, McLane's staff, and McLane's students.

Specify enhanced services for EL students:

PLUS Support, After School Program, and Academic Coach support English Learners in core classes within Linked Learning Pathways.

CTE and Pathway electives are available to EL students at early levels of proficiency even if students are not able to participate in the full pathway courses.

Business partner mentoring programs available during lunch once a month for all students part of linked learning and CTE courses.

Dual Immersion Coordinator provided to support integrated and designated EL in all classes and ensuring proper support of instruction across the school.

Continued training and support provided to D.I. Coordinator

Specify enhanced services for low-performing student groups:

D.I. Coordinator will monitor EL students each semester grade/attendance reports to provide targeted interventions.

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.

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: <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

Monitor the successful completion of project based learning and implementation through PLC's.

Owner(s):

Pathway Coordinator

Timeline:

Monthly

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

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

Owner(s):

Pathway Coordinator
Teacher ILT leads

Timeline:

Weekly

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

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.

Owner(s):

Pathway Coordinator
Career Technical Education Teacher 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 project collaboration from PBL template and strategies for student success and engagement. Also, implementation of PBL design rubric for common formative assessment.

Owner(s):

Pathway Coordinator

Timeline:

Monthly

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

Monitoring student completion of CALPADS requirements. Track Atlas engagement tool for student success. Monitor NAF progress tracking tool. Also, the pathway common formative assessment aligns with the district graduate profile.

Owner(s):

Pathway Coordinator

Timeline:

Monthly

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: Microsoft Office, NCLB, OSHA10, CPR, Bank teller certification, etc.

Owner(s):

Pathway Coordinator
Teacher Leads

Timeline:

Quarterly

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

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.

Owner(s):

Pathway Coordinator
Teacher Leads

Timeline:

Weekly

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

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:

Tier I: Interdisciplinary Project-Based Learning design

- 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 vans for transportation supporting outside classroom work-based and project based learning experiences.
- All new-enrolled students are invited to join.

Tier II: Professional Development day (IPL) for all LL teachers 4 times a year:

- Peer mentors for students of focus (Suspensions, Attendance and D/Fs)
- 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:

Plus, After School Programs, and Academic Coach support to English Learners in core classes within Linked Learning Pathways.

CTE and Pathway electives are available to EL students at early levels of proficiency even if students are not able to participate in the full pathway courses.

Business partner mentoring programs available during lunch once a month for all students part of linked learning and CTE courses.

Dual Immersion Coordinator being provided to support integrated and designated EL in all classes and ensuring proper support of instruction across the school.

Continued training and support provided to D.I. Coordinator.

Specify enhanced services for low-performing student groups:

D.I. Coordinator will monitor EL students each semester grade/attendance reports to provide targeted interventions for Pathway students.

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.

2022-2023 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	Instruction	Direct Trans			College Trips -Transportation to support academic success -A-G completion and career readiness	20,000.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repairs	20,000.00
G2A1	Sup & Conc	Plant Maintenance & Operations	Fuel			Fuel for van: College and Career Trips	2,000.00
G2A2	Sup & Conc	Parent Participation	Oth Cls-Supp			Additional Internship (NTA) hours for students.	39,240.00

\$81,240.00

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	✓		47.74 %	2021-2022	47.14 %
Suspension Rate - Semester 1	✓		6.81 %	2021-2022	6.48 %

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.

Chronic Absenteeism

Progress made due to intentional intervention systems.

- Attendance rates monitored bi-weekly during MTSS counseling/admin meetings to address grade alike teams attendance concerns.
- Climate Culture Team addressing and creating tardy policy to address chronic attendance concerns on campus and implementing supports.
- Home School Liaisons conduct home visits of students who have excessive absences to schedule conferences with counselors, admin and teachers to provide interventions for students and their families.
- Parent coffee hours utilized to discuss absences and how they affect students on their path to graduation. EduText is discussed and parents sign up to receive daily updates on their students grades and attendance.
- Bus tokens provided to students who have unstable situations and need additional supports to get to school.

Continue to monitor and provide incentives to message the importance of regular attendance.

Suspensions students with 1 or more

More consistent PBIS systems and regular Culture-Climate Teamwork.

- Consistent site Levels of Ms behavior referrals and behavior notification forms created by Climate Culture Team and rolled out to site staff to implement with students.
- MTSS Admin/Counselor grade alike teams addressing student chronic behaviors, attendance and grades.
- Re-Engagement Team (Restorative Counselor, Restorative Teacher, Re-engagement teacher, Social

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

- Students receiving Special Education services sometimes have health concerns and multiple appointments that lead to absenteeism. Special Education absenteeism rose from 31.1% to 50.2% during the 2021-2022 school year as a result of Covid-19 precautions. Parents chose to have their students remain at home and engage through distance learning so their children were not susceptible to getting sick.
- Site COST Team (Coordination of Services Team) is hoping with the creation of weekly meetings Homeless absenteeism will decrease due to constant team monitoring. Team consists of Vice Principal, REC Teacher,
- Restorative Counselor, Project Access Counselor, School Social Worker, School Psychologist and Site Nurse.
- Foster Youth DECREASED from 33.0% to 31% due to intentional planning of Project Access Counselor communicating with COST Team and student's school counselor to ensure constant communication. When Covid-19 restrictions were lifted, our Foster Youth/Homeless students were among our first kids we invited back to school for targeted support and they have remained on our SEL caseloads for weekly check-ins.
- Site incentives for students with perfect attendance and NO tardies. (prizes)
- Rewards for students who make 25% growth in their semester attendance

1. **2021-2022 truancy is 72% which is a decrease from the 84% in 2019-2020**
2. **9th Grade: 70% of students are truant in 2021-2022**
3. **10th Grade: 73% of students are truant in 2021-2022**
4. **11th Grade: 73% of students are truant in 2021-2022**
5. **12th Grade: 76% of students are truant in 2021-2022**

Suspensions students with 1 or more

Worker, School Psychologist and Vice Principal) pull weekly discipline data and track students who are repeat referrals and plug in to necessary social-emotional supports.

- Behavior Notification Forms are logged daily and reviewed by admin team to ensure communication with students, parents, vice principals, teachers and re-engagement staff.
- Homeroom lessons address site wide **Guidelines for Success**, consequences of misbehavior's, school-wide and common area expectations and resources for help. Homeroom is also used to send out information to students from Administration, Counseling, Social Emotional, Activities and Athletics.

More consistent school-wide PBIS has decreased disproportionality has lead to a site drop in suspensions from 11.06% to 5.98%

There was a site wide increase in 2021-2022 for all grade levels in suspensions per 100 students due to students returning back to campus from distance learning. However, McLane saw a decrease in student suspensions from Semester 1 to Semester 2 for 2021-2022.

1. 9th grade- 0% to 7.59%
2. 10th grade- 0% to 7.14%
3. 11th grade- 0% to 3.81%
4. 12th grade- 0% to 2.53%

- This decrease is due to the creation of a site Levels of Misbehavior form that tracks student send out and assesses weekly misbehavior data.
- Planning of After-School Program to include opportunities for students to connect with mentors, coaches, and teaching staff in a variety of ways to encourage relationship-building and positive mentors.
- Provide opportunities for student leadership through clubs, peer mediation and mentors (both here at McLane and at feeder middle schools) including Men's and Women's Alliance.
- Establishing site COST Team (Coordination of Services Team) who constantly monitor students who are considered "High Risk." Team consists of Vice Principal, REC Teacher, Restorative Counselor, Project Access Counselor, School Social Worker, School Psychologist and Site Nurse.

1. African American- 17.14% (2019-2020) to 8.31% (2021-2022)
2. Hispanic- 2.17% (2019-2020) to 3.54% (2021-2022)
3. White- 26.32% (2019-2020) to 5.33% (2021-2022)
4. Asian- Not quantifiable, too low of numbers (2019-2020) to 1.67% (2021-2022)

Decrease in suspensions from 2019 to 2021 returning to campus is due to targeted site interventions to promote positive coping strategies, re-entry meetings when students engage in altercations that involve student, parent/guardian, Vice Principal, Restorative Counselor, Social Worker and Restorative Teacher. Meetings place ownership and goal setting on students to change undesired behavior.

- Re-Engagement Team (Restorative Counselor, Restorative Teacher, Re-engagement teacher, Social Worker, School Psychologist and Vice Principal) pull weekly discipline data and track students who are repeat referrals and plug in to necessary social-emotional supports.

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).

- Needed to increase funding in support of school safety to contract with Fresno Police Department for additional hours of police presence on campus and at school events.
- Need to provide ongoing professional learning for Climate Culture Team in support of school goals in alignment with Safe and Civil rubric.
- Utilizing our newly built parent center to properly utilize funding for parent communication and supports in support of school goals.
- Continued FTE to establish a Intervention Coordinator in support of MTSS sustainability and a Dual Immersion Coordinator to support our new programs, ELD student tracking and ELPAC testing.
- Student baseline supply allocation and ongoing support in organization and academic support.

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 2022-23 SPSA.

- Utilization of our new Parent Resource Center, Library and Writing Center to support increased student and parent involvement.
- Student incentives for Academics: quarterly incentives
- Student incentives (non-contingent)
- Regional Incentives to promote vertical articulation in academic and engagements
- Regional Tournaments with students refing the matches.

Step 4: Educational Partner Involvement. Share the data 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:**
- Support for students who don't have a "Plan B" for attendance. (e.g., bus tokens)
 - Continue to message the importance of attendance, provide incentives through Homeroom to promote school culture.
 - More student voice opportunities needed, especially in regards to Culture-Climate issues (Tardy Sweeps, Testing incentives).
 - More chances to make up work to promote mastery in classroom (get back on track).
 - Unified grading practices across all content areas. Need improved daily attendance to support students in passing classes.

- 2 ELAC:**
- Need for more ongoing input from parents regarding ELPAC and Parent University meetings to discuss testing and support strategies at home.
 - Tutorial after school to support EL students utilizing our Dual Immersion Coordinator and DI Teachers.

- 3 Staff:**
- Pathways: Engagement and Recruiting (especially in Education Pathway)
 - More incorporation of technology in all content areas besides ELA/Math.
 - Increase/continue efforts to track data in efforts to decrease level 1 and 2 misbehaviors.
 - Need for intervention for 9th graders, other groups--Tier 2 groups who need motivation to stay on track.
 - Continue work to ensure that SPED students have an accepting climate at McLane by monitoring Special Olympics, Unified Sound and Unified Sport involvement.
 - Greater learning around social-emotional teaching practices for all teachers and classified staff.
 - Ask students what their needs are and what interests them.
 - Analyze data: BNF data, suspension data consistently (weekly).

Action 1

Title: PBIS and Intentional Climate-Building

Action Details:

As part of a Multi-Tiered System of Support, McLane will provide a tiered approach to positive behavior using the Safe and Civil Schools Framework for Positive Behavior Intervention and Support. Staff will continue to engage in a Cycle of Continuous Improvement collecting and analyzing data that prioritizes areas of improvement in policies and procedures to support school wide goals. Tier 1 services focus on common areas and school wide policies, staff responding to misbehavior through instructional approach, and creating an inviting climate that intentionally builds relationships to help address safety, conflicts and bullying. Tier 2 supports include opportunities for reflection with an emphasis on restoration and learning from mistakes. Tier 3 includes connection to services to meet underlying needs and expansion of the effort to involve student families. TSA support for student 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

McLane will implement agreed upon levels of misbehavior and response strategies, a character building program, and provide social-emotional support inside and outside of the classroom to reduce incidents of misbehavior that result in suspension and enhance campus safety for all stakeholders.

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 planing 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 orgin, 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

Lesson plans and artifacts from class 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 Instructional Practice Guide 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):

Tier I: Mini-lessons taught by all teachers at the beginning of each semester will include lessons on Guidelines for Success, consequences for misbehavior, school-wide and common area expectations, and resources for help.

Tier I: Structure school day/calendar and provide resources for Class Meetings to build relationships, reinforce expectations, teach Social/Emotional skills explicitly, and problem solve.

Tier II: Students referred to the office for Level 2 or chronic Level 1 misbehavior will engage in reflection, goal setting, perspective taking, and conflict resolution that encourages accountability and restoration.

Tier II: Provide supplemental contracts to support lunch-time and after-school detention to increase reflection opportunity and accountability for misbehavior.

Tier II: program created and taught to students to teach self-management strategies. Students are taught how to manage stress, emotions and situations to make better choices to prevent an unwanted impact.

Tier III: Provide staff (Resource Counseling Assistant) and materials for a Re-Engagement Center, where students assigned will engage in curriculum designed to elicit learning and reflection; and will be monitored and supported by a classroom teacher to reflect on behaviors and complete missing school work.

Tier III: Administration will support with Level 3 behaviors by connecting with McLane Coordination of Services Team to support re-entry meetings between COST team, student and parent.

Tier III: Clothes, Hygiene and personal items supply closet for students.

Develop Tier 2 and Tier 3 systems through establishing a referral group to ensure students of concern are identified and supported with the appropriate intervention.

- Establish systems for students to provide feedback and voice about school climate issues.
- Provide support for the Re-Engagement Center to ensure staff is able to provide immediate support and ongoing monitoring for student processing and re-entry.
- Ensure that all students re-entering after a suspension have a re-entry meeting with agreements and understanding of supports.
- Plan the After-School Program to include opportunities for students to connect with mentors, coaches, and teaching staff in a variety of ways to encourage relationship-building and positive mentors.
- Provide opportunities for student leadership through clubs, peer mediation and mentors (both here at McLane and at feeder middle schools), student advisory committees, Men's & Women's Alliance, etc.

Extra CSA staff available for supervision and support students going to and staying in class. Supports daily student attendance.

Specify enhanced services for EL students:

Ensure class meetings and school wide instructional systems provide opportunities for EL students to process, ask questions, and ensure understanding of the content.

Dual Immersion Coordinator provided to support integrated and designated EL in all classes and ensuring proper support of instruction across the school.

Training and support provided to DI Coordinator.

Specify enhanced services for low-performing student groups:

D.I. Coordinator will monitor EL students through bi-weekly grade/attendance/behavior reports to provide targeted interventions.

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.

Utilizing Edgenuity involving extended learning opportunities to support/encourage student credit recovery on campus.

Action 2

Title: Attendance

Action Details:

McLane will continue to support student attendance by providing comprehensive, tiered program of attendance monitoring and intervention. McLane will regularly monitor and analyze attendance data in order to identify root causes behind attendance issues; link families with resources to improve attendance; and provide solid Tier 1 systems across the school in every classroom to support regular attendance and ensure students are quickly caught up and integrated back into the learning following an absence.

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

A procedure to ensure that students absent due to sports and school related events are coded correctly along with social emotional support through Resource Counseling Assistant and School Counselors for students missing more than 5% of time in class will reduce the percentage of students who are chronically absent.

Owner(s):

Administration
Counselors
Athletic Director
Campus Culture Director
Attendance Team
Club Advisers
Head Coaches

Timeline:

Weekly / Ongoing

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

Chronic absence rate reviewed weekly and shared with attendance intervention team, climate and culture team, and admin team.

Owner(s):

Administration Team
Attendance Team/COST Team

Timeline:

Weekly

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

Site records (attendance calls home, home visit logs, sign-ins from parent meetings) monitored weekly to ensure intervention strategies are being implemented.

Owner(s):

Administration Team
Attendance Team

Timeline:

Weekly

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

Agendas and records show implementation of planned interventions and professional learning

Owner(s):

Principal

Vice Principals

Timeline:

Monthly

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

Tier I: Homeroom will be held to discuss the importance of school attendance.

Tier I: Importance of regular attendance will be coordinated with other incentive and recognition programs such as: Seniors with off campus lunch passes and other counseling / school wide initiatives.

Tier II: Provide bus tokens to students in unstable situations who need assistance with transportation.

Tier II: Home School Liaison, School Community Liaison, school office assistant and attendance clerks will monitor attendance patterns, communicate home with students that have excessive absences, and schedule conferences with counselors to assess causes behind poor attendance and assign intervention.

Tier III: Provide resources to discourage students from being tardy to class including supplemental contracts for detention, materials and supplies.

Tier III: Quarterly on site attendance meetings for students below 90% attendance. Review root causes for truancy, provide attendance expectations and set goals for student improvement.

Specify enhanced services for EL students:

Home school liaison will coordinate and run small group meetings in ELAC and Parent University to educate parents about attendance monitoring and intervention.

Bus tokens available to students experiencing transportation or other hardships impacting school attendance.

D.I. Coordinator provided to support integrated and designated EL in all classes and ensuring proper support of instruction across the school.

Training and support provided to D.I. Coordinator

Specify enhanced services for low-performing student groups:

D.I. Coordinator will monitor EL students each semester grade/attendance reports to provide targeted interventions addressing attendance and grades through Quarterly Goal-Setting.

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.

Action 3

Title: All Students Will Engage in Arts, Activities, Athletics

Action Details:

McLane will increase activities and athletic participation throughout the year by engaging in clubs, athletic teams, co-curricular activities, visual and performing arts, and class sponsored activities. McLane will provide an inclusive school climate, focused on building relationships. Relationship building will be supported through a program of celebration of successes, increased efforts to engage parents, and building in time and resources to enhance staff-student and student-student relationships. Strategically implemented strategies will engage all students in the regional community that is McLane, through participation in Goal 3 activities, with attention given to reducing students disproportional in Goal 3 participation. McLane will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.

- McLane CCT will review schoolwide data with staff and take action based on data. As part of the review, our team will engage in the cycle of continuous improvement to help identify priorities, common trends, disproportionality and develop systems and structures to connect individual students with available supports and interventions.

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

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 from Panorama Education 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

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

Participation in Athletics, with data about student grades and retention, monitored by Athletic Director and shared with administration team.

Owner(s):

Athletic Director
Head Coaches
Intervention Coordinator

Timeline:

Monthly

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

Linked Learning Pathway and other calendars show opportunities for field trips and other engagement activities.

Owner(s):

Vice Principals
Career Technical Education Coordinator

Timeline:

Monthly

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

Calendars and artifacts from Link Crew and Student Leadership show opportunities to engage campus in positive school climate.

Owner(s):

Vice Principal of Activities
Campus Culture Director
Link Crew Sponsors

Timeline:

Monthly

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

Establishing a regional identity through hosting middle/elementary games at the high school, Hosting a regional carnival 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.

Owner(s):

Principal
Vice Principal of Athletics
Athletic Director
Campus Culture Director

Timeline:

Each Sports Season

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

Campus Culture

- Scanning student ID's and/or utilizing sign-ins at events to capture students attending
- Current engagement is rising back up as a result of students not being on campus from Covid-19.
- Clubs tracking current rosters of involved students on ATLAS and including club meetings/events
- Able to track growth in club as the year progresses
- Monthly reports of students not involved in order to target those students
- Decrease in non-involved student count from semester 1
- Utilization of homeroom to disseminate info to students regarding upcoming events and activities
- Students reported it was helpful to hear in addition to just announcements
- Monthly House of Reps meeting to get student voice and share information
- Students are able to share suggestions and give feedback as well as share important information with their classes
- 2022-2023 Fall & Spring Club Rush to help students find clubs they are interested in joining
- Increase in clubs from last year, also able to track which new students are joining clubs.
- Meeting with club advisors regarding expectations for clubs
- Extra time/Overtime for classified employees to support participation and safety
- Allows them to know expectations for 20-hour contract

Athletics

- Our participation rates have steadily increased to 80.592% prior to Covid 19 Pandemic, now in the 2021-2022 school year events are starting to arise and students are participating in engagements back on campus.

-McLane High School offers a multitude of Goal 3 participation opportunities

1. 25 traditional sports
2. One of the few districts in the central section that offer:
 - Boys Volleyball
 - Competition Stunt Cheer
 - Girls Lacrosse
3. Unified Sports
 - Basketball
 - Soccer
 - Track and Field
4. Athletic Academic Tutorial program has given Goal 3 athletes the

support they need to maintain a 2.0 GPA and remain eligible for participation

- Strength and conditioning classes are now offered through our PE department, which has given the enrolled students an opportunity to increase athletic ability and given them more confidence to participate on an athletic team.
- Family ID has worked as an extremely valuable tool to gather, store, and then access students medical clearance data. This streamlined process has made it easier for our athletes families to sign up and complete the paperwork necessary to participate.

Tier I: The Advisory lessons and class meeting protocols for all McLane Staff Engaging students through extra-curricular activities to minimize behavioral and academic issues in the classroom.

- Athletic Director working with coaches on how multi-sport involvement will improve academics and school behavior.
- Protocols and expectations for club sponsors, class sponsors, and event logistics
- Training and conferences for extended learning opportunities and Culture and Climate Seminars, conferences, professional learning to support/build/increase student engagement.
- Provide incentives for positive school participation and advertising of the school's positive culture.
- Host regional events for feeder school, community, parents and students on a regular basis, activities, school culture and climate.
- Transportation and bus passes to support student involvement in Goal 3 activities.
- Creating non-contingent student/staff incentives to support connection to site. (monthly)
- Additional funding for Academic/Sports Banquets to establish traditions and community connection to site.

Tier II: Recruit additional Link Crew Members and host freshmen events and supports throughout the year to include and mentor new McLane students. Once a month Link Crew will plan and host a Freshmen outreach event.

- Noontime club rush two times per Semester focusing on increase of club membership.
- Each club given an additional noontime presentation opportunity to encourage more students to join at least one club.
- Master Calendar indicates an Increase in the variety of after school events to attract a wider range of attendance.

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:

Presentation in ELD class once per semester in primary language to encourage students to become involved

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students

Dual Immersion Coordinator being provided to support integrated and designated EL in all classes and ensuring proper support of instruction across the school.

Training and support provided to 1.0 Dual Immersion Coordinator.

Specify enhanced services for low-performing student groups:

Climate Culture

- Link Crew has not been as effective as we had hoped with training of staff and students. McLane will be offering a Link Crew class during the 2022-2023 school year to improve supports for our Freshman students.
- Number of 9th grade students on the non-involved list is significantly higher than all other grades
- inconsistent with follow up after 9th grade orientation.
- 9th grade students are significantly less involved in activities – A Link Crew class would ensure that students are able to have time to plan and be more involved throughout the school year.

Athletics

- Our goal to have All students engaged is unrealistic. However there are some things that we can identify in Athletics, that can help get us closer to the Goal.
 - The time that Athletic Academic Tutorial is being offered.
 - With athletic academic tutorial being offered from 3-4pm, it is cutting into practice time and discouraging coaches and athletes from participating.
1. Offering strength and conditioning classes
 2. In order to offer more strength and conditioning opportunities, we need to invest in professional development for our PE department and coaching staff, certifying them as weight room instructors.

Homeless/Foster and SPED: Transportation challenges

1. Creating Little Buddies Program where GE students assist in Moderate/Severe classes on campus and help students with their assignments and with physical activities.
2. Unified Sports team created for soccer, basketball and track so Functional Skills students can play against other schools in Fresno Unified with their general education peers.
3. Connecting Foster Youth/Homeless students (61% and 67%) to help assist in 4th period Functional Skills PE to help get connected to students who need a mentor.
4. Utilizing site funds so all students have access for field trips, activities and athletics regardless of outside influences.
 - D.I. Coordinator will monitor EL students each semester grade/attendance and engagement reports to provide targeted interventions.
 - PLUS teachers will use blended learning strategies to support ELA/Math teachers to prepare students for iReady, IAB, PSAT and SAT.
 - African American Mentor teacher will continue working with 25 at-risk students who are struggling academically, behaviorally and social-emotionally to connect them to school engagements.
 - Project Access Counselor will monitor Foster/Homeless students by connecting monthly tracking attendance, grades, engagements and behaviors.

2022-2023 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, Resrcr Cnslg	1.0000		63,072.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics, banners, posters, etc., to promote student events and involvement.	5,000.00
G3A1	Sup & Conc	Other Instructional Resources	Cls Sup-Sup			Folkorico Professor	4,446.00
G3A1	Sup & Conc	Security	Cls Sup-Ovr			Safety overtime	5,236.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			: Local mileage for HSL	2,000.00
G3A3	Sup & Conc	Instruction	Teacher-Supp			Music Instruction @ 3-Hours per day	24,760.00
G3A3	Sup & Conc	Instruction	Direct-Food			Food services and supplies to support instructional activities to increase and maintain Goal 2 efforts.	10,000.00

\$114,514.00

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	✓		76.19 %	2021-2022	77.29 %

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 Defined

- Teachers will receive professional learning determined by site data: ELAC/ English Assessments, EL Redesignation Goal-setting Report, Common Formative Assessments, iReady, and SBAC. In addition, data collected from the Instructional Practice Guide and Fresno Unified Initiatives will drive the learning that specifically supports English Learners.
- Topics include, but are not limited to: speaking and listening standards, small group instruction, and extended learning opportunities for students.
- All teachers receive professional learning on strategies to support student comprehension of grade level text.
- Proficiency-based Learning (tasks, assessments)
- Common formative and summative assessments (formal and informal)
- Staff Professional Learning regarding PLC's, common grading practices, common assignments/assessments, proficiency based learning.
- Training in test preparatory vessels- including, but not limited to: Khan Academy, PSAT online tutorials, SAT and iReady related sites.
- School leadership Team and/or department chairs will review school grading practices and make adjustments in alignment to Fresno Unified Board Policy.
- Supplemental Contracts and/or sub release time for Accountable Community teams.
- Professional Learning will utilize the research from "Learning by Doing" to support the development and continuation of high quality Accountable Communities. Professional consultants and presenters available.
- Specific skills that develop the ability to engage in close reading, annotate and extract pertinent information, analyze texts, and cite relevant evidence.
- Designated ELD skills to break down complex sentence structures and phrases to better comprehend texts.
- Teachers will be trained on how to utilize these standards to support access for ELs to the Common

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 Defined

McLane will be going back to CSTP 2, making classroom instruction culturally responsive to make sure students are able to see the importance of what they are learning and establishing ownership.

1. Implementation of Chicano Studies Course (funds for guest speakers and teacher preparation).
2. Implementation of African American Studies Course (funds for guest speakers and teacher preparation).
3. Maintaining support for our Ethnic Studies Class through PLC work with other Fresno Unified Campuses.
4. Support and training for Dual Immersion Coordinator around student goal setting and staff PL opportunities.
5. Alignment of department grading policies to maintain equity for all students.

Core Literacy standards and build Academic Language.

- Continue professional learning on appropriate scaffolds and strategies to support complex text, talk, and tasks in all classrooms, such as Socratic seminar, sentence frames and sentence starters.
- Current Redesignation Criteria and interpretation of criteria data
- District led professional learning tied to Guaranteed Viable Curriculum
- Seminars and conferences specifically designed to support English Learner instruction
- Training for extended student learning opportunities
- Provide professional learning opportunities for school staff: district, site and additional training around literacy.

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).

- Due to distance learning our EL goal setting and tracking was difficult to maintain for students that did not return back in cohorts. Professional Learning took a turn to support students through the distance learning platform and supporting EL students was a discussion in content PLC's.
- Funds were not used for PSAT, SAT or SBAC due to assessments being cancelled due to Covid-19.

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 2022-23 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 data 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:

- Better connect tutorial and engagements (eligibility).
- Purchasing around site aligned grading practices materials.
- Conferences for staff enrichment around grading, culturally responsive teaching and social emotional support of students.

2 ELAC:

- More communication home in home languages and utilizing Home School Liaisons for support.
- Professional Learning around supporting EL students in all content courses.

3 Staff:

- Variety of after-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.

Action 1

Title: English Language Learners Support Services

Action Details:

McLane High School will provide comprehensive programs to serve English Learners in all stages of [language](#) acquisition and academic development utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing re-designation and proficiency levels on ELAC and content focused common formative assessments. School will implement school-wide literacy strategies across all classes with a focus on ELA, History and Science. Supports will also be implemented to intervene when students struggle as well as to deepen and extend learning. Staff will work to provide instruction in all curricular areas that require students to engage in complex text, write regularly, and participate in academic talk; staff will monitor progress of English Learners and know strategies to support and challenge continued literacy development.

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 an course sequence.

Owner(s):

Head Counselor
D.I. Coordinator

Timeline:

August 2022

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

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

Owner(s):

Head Counselor
Counselors
AP Coordinator
D.I. Coordinator
Teacher

Timeline:

August 2022
Reviewed Quarterly

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

Using iReady 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
D.I. Coordinator
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 grade English Learners will have their grades and attendance monitored by D.I. Coordinator. Dual Immersion Coordinator will then reach out to teachers, counselors, VPs and Home School Liaison for support.

Owner(s):

VPs
Counselors
D.I. Coordinator
HSL

Timeline:

Every six weeks

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

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

Owner(s):

Principal
VPs
D.I. Coordinator
ILT

Timeline:

Quarterly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

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: D.I. 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 writing.

- 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 D.I. 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 Professional Development or Staff Services to support EL students:

All monitoring and services described in Action #3

Goal setting and communication of progress towards goals with guardians.

Intervention: EL students scoring significantly below grade level reading will meet in flexible **intervention** groups through D.I. Coordinator every other week until they reach a iReady score to trigger re-designation.

Supplemental books and resources to support EL students.

D.I. Coordinator being provided to support integrated and designated EL in all classes and ensuring proper support of instruction across the school.

Training and support provided to D.I. Coordinator

Specify Professional Development or Staff Services to support low-performing student groups:

Targeted after school interventions will be held by D.I. Coordinator to support EL students who are struggling with their core classes. Data will be reviewed weekly during MTSS to track students and their weekly progress.

Action 2

Title: One D or F on Any Report Card (Grades 9-12)

Action Details:

McLane High School will continue our Academic Response to Intervention programs as evidenced by on-going tutorials, learning labs, targeted interventions, classroom supports, and enrichment opportunities for students. Focus will remain on increasing the amounts of students reaching mastery and increasing the number of students on track for A-G course completion; therefore, increasing the amount of students who are college and career ready.

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

Monthly MTSS Teams

Owner(s):

Vice Principal
Principal
MTSS Team
Intervention Coordinator

Timeline:

Every 2 Weeks

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

PLC's will develop and coordinate tutorials based on student performance and identified student needs.

Owner(s):

Teachers
MTSS Team
Intervention Coordinator

Timeline:

Ongoing

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

Intervention Coordinator 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.

Owner(s):

Intervention Coordinator
MTSS Team

Timeline:

Monthly

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

AP Teachers-Dual Enrollment/ Intervention Coordinator 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

Owner(s):

Intervention Coordinator
AP-Dual Enrollment Teachers
MTSS Team

Timeline:

Weekly,
Monthly,
Quarterly

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

Pathway 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.

Owner(s):

Pathway Coordinator
Pathway Teachers
MTSS Team

Timeline:

Weekly,
Monthly,
Quarterly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

Tier I: PLC's will plan common formative assessments aligned to focus standards.

Tier II: PLC's and MTSS Teams will collaboratively review data and plan RTI for students.

- PLC's and Lead Teachers will conduct CCI process once per quarter to monitor student progress and identify instructional needs.
- Transportation available to support students with A-G completion by attending outside events.

Tier III: Systematic intervention groups will be formed based on student needs in relation to content standards.

Tier III: Differentiated instruction based on results of assignments or assessments. Lessons may include use of front loading strategies, re-engagement, re-teaching, collaborative learning or enrichment strategies.

- Aligned curriculum that vertically articulates and assesses progress uniformly.
- Coherency surrounding the expectations in regard to McLane's guidelines for student success.
- Culturally consistent classrooms which foster student engagement and support student-centered learning.
- Consistent grading practices in departments in alignment with Fresno Unified Board Policy.
- Student grades will be monitored by teachers, administration, counselors, and support services staff.
- Technology, incentives, books materials and supplies to support instruction for all students.
- Tutorials will include but are not limited too: technology based learning programs, teaching fellows, after [school program](#), supplemental contracts for content teachers, Saturday academy, and small group instruction within the classroom.
- Tutorial and credit recovery scheduling/monitoring by I.C. Alyssa Rodriguez

Subs and Supplemental contracts will support the tiered level support as listed above

Specify Professional Development or Staff Services to support EL students:

Dual Immersion Coordinator and PLUS teachers will work with specific groups of EL students (LTEL's) to provide support as well as work with teachers regarding instructional strategies to best support EL's.

EL Support Teacher will work with PLC's to ensure proper implementation of ELD CCSS

Academic Counselors, SAP Counselor, [School Psychologist](#), and our Re-engagement Center will provide support for our economically disadvantaged and foster students.

EL students will be provided with the opportunity to attend content tutorials and/or EL Tutorials.

EL students will work with bilingual peer helpers/tutors during tutorial.

D.I. Coordinator being provided to support integrated and designated EL in all classes and ensuring proper support of instruction across the school.

Training and support provided to D.I. Coordinator

Specify Professional Development or Staff Services to support low-performing student groups:

D.I. Coordinator will monitor EL students each semester grade/attendance reports to provide targeted interventions to ensure Spanish speaking population is tracked.

PLUS teachers will use blended learning strategies to support ELA/Math teachers to prepare students for iReady, IAB, PSAT, and SAT.

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.

Action 3

Title: PBIS and Intentional Climate-Building

Action Details:

As part of a Multi-Tiered System of Support, McLane will provide a tiered approach to positive behavior using the Safe and Civil Schools Framework for Positive Behavior Intervention and Support. Staff will continue to engage in a cycle of continuous improvement collecting and analyzing data that prioritizes areas of improvement in policies and procedures to support school wide goals. Tier 1 services focus on common areas and school wide policies, staff responding to misbehavior through instructional approach, and creating an inviting climate that intentionally builds relationships to help address safety, conflicts and bullying. Tier 2 supports include opportunities for reflection with an emphasis on restoration and learning from mistakes. Tier 3 includes connection to services to meet underlying needs and expansion of the effort to involve student families. TSA support for student interventions around English, Math and EL.

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

McLane will implement agreed upon levels of misbehavior and response strategies, a character building program, and provide social-emotional support inside and outside of the classroom to reduce incidents of misbehavior that result in suspension and enhance campus safety for all stakeholders.

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 planing 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 orgin, 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

Lesson plans and artifacts from class 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):

HSL

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 Instructional Practice Guide show evidence of creating a culture of learning and ownership.

Owner(s):

Administration Team

Timeline:

Weekly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

Tier I: Mini-lessons taught by all teachers at the beginning of each semester will include lessons on Guidelines for Success, consequences for misbehavior, school-wide and common area expectations, and resources for help.

Tier I: Structure school day/calendar and provide resources for Class Meetings to build relationships, reinforce expectations, teach Social/Emotional skills explicitly, and problem solve.

Tier II: Students referred to the office for Level 2 or chronic Level 1 misbehavior will engage in reflection, goal setting, perspective taking, and conflict resolution that encourages accountability and restoration.

Tier II: Provide supplemental contracts to support lunch-time and after-school detention to increase reflection opportunity and accountability for misbehavior.

Tier II: program created and taught to students to teach self-management strategies. Students are taught how to manage stress, emotions and situations to make better choices to prevent an unwanted impact.

Tier III: Provide staff (Resource Counseling Assistant) and materials for a Re-Engagement Center, where students assigned will engage in curriculum designed to elicit learning and reflection; and will be monitored and supported by a classroom teacher to reflect on behaviors and complete missing school work.

Tier III: Provide substance abuse counseling and related services to identified students through Eminence. Daily support groups/lessons will have a direct effect on behaviors leading to suspension.

Develop Tier 2 and Tier 3 systems through establishing a referral group to ensure students of concern are identified and supported with the appropriate intervention.

- Establish systems for students to provide feedback and voice about school climate issues.
- Provide support for the Re-Engagement Center to ensure staff is able to provide immediate support and ongoing monitoring for student processing and re-entry.
- Ensure that all students re-entering after a suspension have a re-entry meeting with agreements and understanding of supports.
- Plan the After-School Program to include opportunities for students to connect with mentors, coaches, and teaching staff in a variety of ways to encourage relationship-building and positive mentors.
- Provide opportunities for student leadership through clubs, peer mediation and mentors (both here at McLane and at feeder middle schools), student advisory committees, Men's & Women's Alliance, etc.

Extra CSA staff available for supervision and support students going to and staying in class. Supports daily student attendance.

Specify Professional Development or Staff Services to support EL students:

Ensure class meetings and school wide instructional systems provide opportunities for EL students to process, ask questions, and ensure understanding of the content.

Dual Immersion Coordinator provided to support integrated and designated EL in all classes and ensuring proper support of instruction across the school.

Training and support provided to D.I. Coordinator.

Specify Professional Development or Staff Services to support low-performing student groups:

D.I. Coordinator will monitor EL students through bi-weekly grade/attendance/behavior reports to provide targeted interventions.

African American Mentor teacher will continue working with 25 at-risk students who are struggling academically, behaviorally and social-emotionally.

Cultural Proficiency training/implementation incorporating Dual Immersion Chicano Studies class, African American Studies and Ethnic Studies.

Project Access Counselor will monitor Foster/Homeless students by connecting monthly tracking attendance, grades and behaviors.

Utilizing Edgenuity involving extended learning opportunities to support/encourage student credit recovery on campus.

2022-2023 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 IEPs**	10,919.00
G4A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts **No IEPs**	21,796.00
G4A2	Title 1 Basic	Instruction	Bks & Ref			Edgenuity- Library books and resources.	4,000.00
G4A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental Pay for MTSS teacher support.	37,140.00
G4A3	Sup & Conc	Instruction	Travel			Travel expenses, registration, etc., to support Goal 2 PL and involvement.	20,000.00

\$93,855.00

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	✓		78.99 %	2021-2022	80.09 %

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.

Family Goal - Site Defined

- McLane works in partnership with our parents and community members. We recognize these members as vital to our system of student support leading to success. Parents receive up to date information regarding individual student performance via EduText and ATLAS parent portal, along with site and district information via school messenger, newsletters, teacher websites, and regularly scheduled meetings.
- English Learner Advisory Council quarterly meetings keep English Learner parents up to date on site performance for EL matters and acts as a feedback loop for parent ideas, comments, and concerns. Input is solicited for making our system run more efficiently in areas of school to home communication, and supports in place for our English Learners.
- Students who are "Off-Track" will receive notification for parent and student to attend site's off campus night where school counselors, administration and principal discuss A-G requirements, making up site attendance and parents getting involved on campus.
- Individual Parent conferences with counselors and teachers to report on progress, assessment results, resources to support English Learner achievement. Transportation available. Grade Level Counselor meetings provide specific information based on graduation, A-G on track and completion, earning credits, additional support, tutoring, and credit recovery.
- Parents of re-designated students will be advised of their students' success and given information on continued academic and proficiency growth.
- Assessment results for ELAC/ English Assessment are mailed home in parents' primary language.

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

The result of our Climate Culture Surveys through Panorama addressed how comfortable our parents feel at McLane.

- 2018-2019 to 2019-2020 went from 93.1% to 80% due to uncertainty of the Covid-19 distance learning platform. After this decrease, we went through all student emergency cards and followed up with every parent/guardian to ensure we had the proper numbers to best support their child.

Data for the 2019-2020 school year has not been provided due to not a lot of families accessing the survey to provide feedback.

Communication to families around their students graduation status.

- 2018-2019 to 2019-2020 increased from 87.8% to 89.0% after the creation of our "Off Track" student nights where parents collaborate with support staff, counseling and administration addressing A-G requirements.
 - 2021-2022 we have stayed the same with 89% of our seniors on track to graduate.
1. African American- 80% to 84% in 2021-2022
 2. Asian- 93.0% to 93.2% in 2021-2022
 3. Hispanic- No change from 2019-2020 to 2021-2022 at 88%
 4. White- Increased from 89% to 90% in 2021-2022
 5. Special Education- Decreased from 67% to 65% for 2021-2022
 6. EL Students- Increased from 75% to 76% for 2021-2022
 7. Foster/Homeless Youth- Decreased from 67% to 65% for 2021-2022

Communication to families around grades and effects of not passing classes.

- 2019-2020 to 2020-2021 students with one or more D/F increased from 63% to 68% in 2021-2022.
1. 9th Grade- Increased from 73% to 80%
 2. 10th Grade- Increased from 71% to 77%

3. 11th Grade- Remained the same
4. 12th Grade- Increased from 50% to 54%

Communication with families around Chronic Absenteeism.

- 2020-2021 to 2021-2022 chronic absenteeism rose from 20% to 37.8%
1. 9th Grade- Increased 21% to 38% in 2021-2022
 2. 10th Grade- Increased from 19.8% to 38% in 2021-2022
 3. 11th Grade- Increased from 19.3% to 37% in 2021-2022
 4. 12th Grade- Increased from 19.1 to 37.5% in 2021-2022

Site focus is around utilizing our new Parent Center to support our parents providing new courses and site opportunities to get more involved on campus.

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).

1. Work with feeder school administrators to create parent presentations for 8th grade parents regarding clubs, events, and sports at McLane.
2. Presentations for McLane parents during SSC, ELAC, Parent University, Parent Empowerment, and Hmong Parent, and counselor grade level parent meetings. Our robust parent community has a meeting opportunity at east once per week.
3. Back to School and Open House Nights provide opportunities for parents to learn about extra curricular opportunities, connect with coaches and club sponsors, counselors, and administrators to answer questions, discuss student issues, and schedule additional meetings as needed. Transportation available.
4. Utilizing district initiative PeachJar, EduText, Remind and RapidAlert to reach out to parents for weekly engagements on campus.
5. School Messenger is used both as a site and by individual teachers to keep parents informed of specific events and upcoming recruiting periods for sports and clubs. A weekly messenger is sent to all student and staff homes on Sunday evenings to inform of all the events and important assessments for the week to come.
6. Senior Nights and communication of required community service component by athletic teams.
7. Performances by Music, Drama, and Art programs. Increase of promotional material for events - Dances, special events, concerts, plays.
8. Transportation and refreshments provided for parent outreach.
9. Off-Track parent night for parents to learn about supports on campus and getting students back on track for graduation.

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 2022-23 SPSA.

- Reconfiguring contact expectations for Home School Liaison
- Intense focus with parent outreach.
- Additional support through school-wide Remind App.
- Increased messaging regarding school programs aligning on the school website.
- Relocation of ParentCenter and additional parent supports and course offerings on campus.

Step 4: Educational Partner Involvement. Share the data 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:

- Many students don't have history of college-going in their families so need continued messaging and support. (Parent University/Coffee Hour meetings)

2 ELAC:

- Tutorial support
- BIAs
- Parent workshops (Parent University, Coffee Hour, Off Track Graduation Sessions)

3 Staff:

Training on new Apps to support parent involvement:

- School Messenger
- School engagement activities (Back to School Night, Open House, CTE Events, Athletic Events, Drama)

Action 1

Title: PBIS and Intentional Climate-Building

[Action Details:](#)

As part of a Multi-Tiered System of Support, McLane will provide a tiered approach to positive behavior using the Safe and Civil Schools Framework for Positive Behavior Intervention and Support. Staff will continue to engage in a cycle of continuous improvement collecting and analyzing data that prioritizes areas of improvement in policies and procedures to support school wide goals. Tier 1 services focus on common areas and school wide policies, staff responding to misbehavior through instructional approach, and creating an inviting climate that intentionally builds relationships to help address safety, conflicts and bullying. Tier 2 supports include opportunities for reflection with an emphasis on restoration and learning from mistakes. Tier 3 includes connection to services to meet underlying needs and expansion of the effort to involve student families. TSA support for student interventions. Continuation of our on-track/off-track graduation programs monitoring and communication regarding CSU, FAFSA and Career Opportunities.

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](#)

McLane will implement agreed upon levels of misbehavior and response strategies, a character building program, and provide social-emotional support inside and outside of the classroom to reduce incidents of misbehavior that result in suspension and enhance campus safety for all stakeholders.

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 planing 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

Lesson plans and artifacts from class 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 / HSL

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 Instructional Practice Guide show evidence of creating a culture of learning and ownership.

Owner(s):

Administration Team

Timeline:

Weekly

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

Tier I: Mini-lessons taught by all teachers at the beginning of each semester will include lessons on Guidelines for Success, consequences for misbehavior, school-wide and common area expectations, and resources for help.

Tier I: Structure school day/calendar and provide resources for Class Meetings to build relationships, reinforce expectations, teach Social/Emotional skills explicitly, and problem solve.

Tier II: Students referred to the office for Level 2 or chronic Level 1 misbehavior will engage in reflection, goal setting, perspective taking, and conflict resolution that encourages accountability and restoration.

Tier II: Provide supplemental contracts to support lunch-time and after-school detention to increase reflection opportunity and accountability for misbehavior.

Tier II: program created and taught to students to teach self-management strategies. Students are taught how to manage stress, emotions and situations to make better choices to prevent an unwanted impact.

Tier III: Provide staff (Resource Counseling Assistant) and materials for a Re-Engagement Center, where students assigned will engage in curriculum designed to elicit learning and reflection; and will be monitored and supported by a classroom teacher to reflect on behaviors and complete missing school work.

Tier III: Provide substance abuse counseling and related services to identified students through Eminence. Daily support groups/lessons will have a direct effect on behaviors leading to suspension.

Develop Tier 2 and Tier 3 systems through establishing a referral group to ensure students of concern are identified and supported with the appropriate intervention.

- Establish systems for students to provide feedback and voice about school climate issues.
- Provide support for the Re-Engagement Center to ensure staff is able to provide immediate support and ongoing monitoring for student processing and re-entry.
- Ensure that all students re-entering after a suspension have a re-entry meeting with agreements and understanding of supports.
- Plan the After-School Program to include opportunities for students to connect with mentors, coaches, and teaching staff in a variety of ways to encourage relationship-building and positive mentors.
- Provide opportunities for student leadership through clubs, peer mediation and mentors (both here at McLane and at feeder middle schools), student advisory committees, Men's & Women's Alliance, etc.

Extra CSA staff available for supervision and support students going to and staying in class. Supports daily student attendance.

Community and Home School Liaison support to continue to increase parent/family involvement and connectiveness

Specify Direct Service and Opportunities for parents and families to support EL students:

Ensure class meetings and school wide instructional systems provide opportunities for EL students to process, ask questions, and ensure understanding of the content.

DI Coordinator provided to support integrated and designated EL in all classes and ensuring proper support of instruction across the school.

Continued training and support provided to DI Coordinator.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

DI Coordinator will monitor EL students through bi-weekly grade/attendance/behavior reports to provide targeted interventions.

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.

Utilizing Edgenuity involving extended learning opportunities to support/encourage student credit recovery on campus.

Action 2

Title: English Language Learners Support Services

Action Details:

McLane High School will provide comprehensive programs to serve English Learners in all stages of language acquisition and academic development utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing re-designation and proficiency levels on ELAC and content focused common formative assessments. School will implement school-wide literacy strategies across all classes with a focus on ELA, History and Science. Supports will also be implemented to intervene when students struggle as well as to deepen and extend learning. Staff will work to provide instruction in all curricular areas that require students to engage in complex text, write regularly, and participate in academic talk; staff will monitor progress of English Learners and know strategies to support and challenge continued literacy development.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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 an course sequence.

Owner(s):

Head Counselor
DI Coordinator

Timeline:

August 2022

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.

Owner(s):

Head Counselor
Counselors
Intervention Coordinator
DI Coordinator
Teachers

Timeline:

August 2022
Reviewed Quarterly

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

Using iReady 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
DI Coordinator
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 grade English Learners will have their grades and attendance monitored by ELD Coordinator. ELD Coordinator will then reach out to teachers, counselors, VPs and Home School Liaison for support.

Owner(s):

VPs
Counselors
DI Coordinator
Community Liaison

Timeline:

Every six weeks

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

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

Owner(s):

Principal
VPs
DI Coordinator
ILT

Timeline:

Quarterly

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

Tier I: Bilingual Instructional Aides 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: DI 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 writing.

- 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 DI 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 Direct Service and Opportunities for parents and families to support EL students:](#)

All monitoring and services described in Action #3

Goal setting and communication of progress towards goals with guardians.

Intervention: EL students scoring significantly below grade level reading will meet in flexible **intervention** groups through DI Coordinator every other week until they reach a iReady score to trigger re-designation.

Supplemental books and resources to support EL students.

DI Coordinator being provided to support integrated and designated EL in all classes and ensuring proper support of instruction across the school.

Continued training and support provided to DI Coordinator

[Specify Direct Service and Opportunities for parents and families to support low-performing student groups:](#)

Targeted after school interventions will be held by DI Coordinator to support EL students who are struggling with their core classes. Data will be reviewed weekly during MTSS to track students and their weekly progress.

2022-2023 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			: Materials/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, Sch/Community Spanish	0.7500	**Cannot use for translation of mandatory items (i.e., ELAC & IEP)**	61,002.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.7500	**Cannot use for translation of mandatory items (i.e., ELAC & IEP)**	55,536.00
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

\$126,038.00

2022-2023 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			: Materials and supplies to support student learning **No food or incentives**	2,476.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	APIC at McLane--.6	51,238.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology, equipment, and trailer/transport.	60,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier maintenance/leasing	10,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		128,096.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology and equipment to support student academic achievement	175,100.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Instructional materials/supplies and professional learning to support EL students.	2,178.00
G1A2	LCFF: EL	Instruction	Copier Maint			Copier lease/maintenance (EL supports)	1,000.00
G1A4	Title 1 Basic	Instruction	Nc-Equipment			: Technology and equipment to support instruction.	5,000.00
G1A4	Sup & Conc	Instruction	Bks & Ref			: Books, subscriptions to support instructional needs, social emotional needs of students. All Goals 1-5.	1,000.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Materials, supplies, incentives to support and improve academic performance and site safety.	217,246.00
G2A1	Sup & Conc	Instruction	Direct Trans			College Trips -Transportation to support academic success -A-G completion and career readiness	20,000.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and repairs	20,000.00
G2A1	Sup & Conc	Plant Maintenance & Operations	Fuel			Fuel for van: College and Career Trips	2,000.00
G2A2	Sup & Conc	Parent Participation	Oth Cls-Supp			Additional Internship (NTA) hours for students.	39,240.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		63,072.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics, banners, posters, etc., to promote student events and involvement.	5,000.00
G3A1	Sup & Conc	Other Instructional Resources	Cls Sup-Sup			Folkorico Professor	4,446.00
G3A1	Sup & Conc	Security	Cls Sup-Ovr			Safety overtime	5,236.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			: Local mileage for HSL	2,000.00
G3A3	Sup & Conc	Instruction	Teacher-Supp			Music Instruction @ 3-Hours per day	24,760.00
G3A3	Sup & Conc	Instruction	Direct-Food			Food services and supplies to support instructional activities to increase and maintain Goal 2 efforts.	10,000.00
G4A2	Title 1 Basic	Instruction	Teacher-Subs			Substitutes **No IEPs**	10,919.00
G4A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts **No IEPs**	21,796.00
G4A2	Title 1 Basic	Instruction	Bks & Ref			Edgenuity- Library books and resources.	4,000.00
G4A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental Pay for MTSS teacher support.	37,140.00
G4A3	Sup & Conc	Instruction	Travel			Travel expenses, registration, etc., to support Goal 2 PL and involvement.	20,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials/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, Sch/Community Spanish	0.7500	**Cannot use for translation of mandatory items (i.e., ELAC & IEP)**	61,002.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.7500	**Cannot use for translation of mandatory items (i.e., ELAC & IEP)**	55,536.00
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
							\$1,068,981.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$226,801.00
Sup & Conc	7090	\$535,806.00
LCFF: EL	7091	\$131,274.00
One-time School	7099	\$175,100.00
Grand Total		\$1,068,981.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$653,334.00	
G2 - Expand student-centered and real-world learning experiences	\$81,240.00	
G3 - Increase student engagement in their school and community	\$114,514.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$93,855.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$126,038.00	
Grand Total		\$1,068,981.00