

McLane High

10621661034214

Principal's Name: Brian Wulf

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

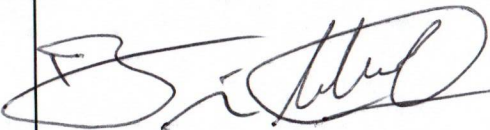
School Site Council List

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Brian Wulf	X				
2. Chairperson - Byanca Leyva		X			
3. Robert Hayes		X			
4. Andrew Orelup		X			
5. Alyssa Mata			X		
6. Jewelissa Subia					X
7. Mia Bules-Martinez					X
8. Samantha Aranda					X
9. Carol Padilla				X	
10. Elizabeth Naomi Hernandez de Santiago				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

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

Required Signatures

School Name: McLane High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Brian Wulf		April 28, 2025
SSC Chairperson	Byanca Leyva		April 28, 2025

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

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

FY 2025/26

McLane - 0335

ON-SITE ALLOCATION

3010	Title I	\$257,657 *
7090	LCFF Supplemental & Concentration	\$674,568
7091	LCFF for English Learners	\$151,616

TOTAL 2025/26 ON-SITE ALLOCATION

\$1,083,841

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$67,676
Program Budget	\$189,981
Total Title I Allocation	\$257,657

ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

January 28, 2025

McLane High 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓		38.9 %	2023-2024	65 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		37.9 %	2023-2024	65 %
Percentage of students who received at least a D/F at end of semester 1	✓		50.2 %	2024-2025	47.2 %
SBAC ELA - Average distance from standard	✓	-30 pts	-38.6 pts	2023-2024	-23.6 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-173.4 pts	2023-2024	-158.4 pts
SBAC ELA - percentage of students met/exceeded standard	✓	36.2 %	40.2 %	2023-2024	45.2 %
SBAC Math - Average distance from standard	✓	-140 pts	-159.5 pts	2023-2024	-144.5 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓	-218 pts	-243.6 pts	2023-2024	-228.6 pts
SBAC Math - percentage of students met/exceeded standard	✓	6.5 %	9.3 %	2023-2024	14.3 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Action 1:

Based on the metrics in this Current Goal, students are not reading on grade level as identified by SBAC and IReady results.

- Targeted support will be provided for these groups that have been identified as performing below grade level in ELA.
 - African American, Hispanic, Asian, and Students with Disabilities (SWD)

Action 2:

Based on the metrics in this Current Goal, SBAC and IReady assessment results show that students are not meeting grade-level expectations in math.

- Targeted support will be provided for these groups that have been identified as performing below grade level in Math.
 - African American, Hispanic, Asian, and Students with Disabilities (SWD)

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Students are not mastering foundational skills in literacy and math conceptual skills in the primary grades.
2. The need for developing foundational skill building and developing effective teaching strategies in literacy and effective mathematical teaching strategies for staff.
3. PLCs have not used CFAs and data analysis to the fullest extent.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Tutoring/Intervention for the identified students not on grade level.
2. Consistent checking for understanding and student goal setting.
3. Parent engagement; opportunities to give access to resources (books) to families.
4. Professional learning opportunities for staff, including conferences.
5. Implementation of PLC+ Foundations and the use of formative assessments.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Students Meeting or Exceeding Standards in English

Partially Implemented

At McLane High School, we will implement a comprehensive approach to enhance English instruction by focusing on Good First Instruction (GFI), professional development, and teacher collaboration. Teachers will differentiate instruction, engage students with active learning strategies, and ensure rigorous content aligned with college readiness standards. We will provide ongoing professional development to improve teaching practices, particularly in literacy and high-impact instructional strategies. Collaborative planning time will be allocated for teachers to align lessons, share strategies, and analyze student progress using formative assessments. The effectiveness of these efforts will be monitored through regular data review, adjusting instruction as needed to ensure student success.

The actions were partially implemented due to not being able to hire support personnel and implementing PLC+ late in the year (second semester). The previous plan was not fully implemented because other important needs arose throughout the school year, including changes in personnel and increased behavioral challenges. As student behavior became a primary concern, staff had to focus more on maintaining safety and addressing immediate issues, which diverted attention from the academic goals set forth in the plan. Moving forward, we are committed to realigning our focus and ensuring the strategies outlined are effectively carried out to improve student outcomes.

Action 2: English Language Learners Support Services

Fully Implemented

At McLane High School, with the support of our ELL Coordinator, we aim to improve the academic success of English Learners (ELs) through targeted instruction, professional development, data-driven support, and family engagement.

We provide differentiated instruction, ELD techniques, and small group support to help EL students access grade-level content. Teachers receive ongoing professional development to ensure they can effectively support ELs. The ELL Coordinator monitors student progress through data analysis and implements targeted interventions for LTELs and newcomers. Family workshops and resources are offered to support students at home. Regular teacher collaboration ensures consistent support across all subjects.

These efforts create an inclusive environment where EL students can succeed academically and develop proficiency in English.

Action 3: Students Meeting or Exceeding Standards in Math

Partially Implemented

The plan was not fully implemented last year due to a combination of factors. Key challenges included staffing shortages, which affected the ability to hire additional support personnel, as well as the need to address unexpected behavioral issues that arose throughout the year. These disruptions diverted attention away from the academic goals and required the staff to prioritize immediate safety and student behavior concerns. Additionally, the implementation of certain strategies, such as the use of substitutes and the integration of peer tutoring, was delayed, affecting the full execution of the intended actions. Despite these challenges, we are committed to realigning and ensuring proper implementation moving forward.

Action 4: Elevating Academic Performance

Fully Implemented

McLane High School achieved an increase of 10.1% for ELA and 3.9% in Math. In both content areas we exceeded the district goal of -15 distance from standard.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Students Meeting or Exceeding Standards in English

Effective

The strategies implemented for English Language Learners (ELs) at McLane High School, including targeted instruction, professional development, data-driven monitoring, and targeted interventions for LTELs and newcomers, have shown positive results in supporting student growth. Small group instruction, differentiated practices, and peer tutoring have been effective in engaging students with grade-level content. Professional development for teachers and collaborative planning among staff ensure that EL students are consistently supported. Family engagement has helped strengthen the connection between home and school. These actions will continue to be refined and implemented to further support EL students' academic success.

Action 2: English Language Learners Support Services

Effective

The strategies for English Learners at McLane High School have shown positive results in improving academic performance, particularly through targeted instruction, professional development, and data-driven support. Differentiated teaching, scaffolding, and small group support have helped students access grade-level content. Teacher training and collaboration have enhanced instructional effectiveness, while monitoring and interventions for LTELs and newcomers have addressed specific needs. Family engagement has strengthened student success, and ongoing data review ensures continuous improvement. These strategies will continue to be implemented and refined for sustained academic growth.

Action 3: Students Meeting or Exceeding Standards in Math

Partially Effective

The math strategies at McLane, including real-world projects, gradual release of instruction, and tech integration, have shown positive impact, but were not fully implemented last year due to challenges. Tier II support, like after-school tutoring and PLUS teacher assistance, has been effective in providing extra help, especially in Algebra I and Geometry. While these actions helped, they weren't consistently applied across all grade levels. Moving forward, we plan to fully implement these strategies, ensuring continuous support for all students and closely monitoring progress to improve outcomes.

Action 4: Elevating Academic Performance

Effective

This goal is being collapsed into the Math and ELA goals. McLane will continue to work to close the achievement gap with a goal of decreasing the distance from standard in ELA and Math by 15 points.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Next school year, we will fully implement Tiered supports for English Language Arts (ELA), English Language Development (ELD), and math instruction, ensuring that real-world applications, small group instruction, and technology integration are consistent in every lesson. For ELA and ELD, we will focus on differentiated instruction, targeted language support, and increased teacher collaboration to meet the diverse needs of our students. In math, we will expand Tier II interventions, offering structured after-school and lunchtime tutoring, and promote peer tutoring to reinforce student learning. Teachers will collaborate regularly to align instruction and provide targeted support across all subjects. Data monitoring will be enhanced to track student progress through formative assessments and performance on key assessments. These changes aim to improve consistency, provide targeted interventions, and ensure that all students have the support needed to succeed in ELA, ELD, and math.

Section D: 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.

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.

ELAC:

- Tutorial support
- Parent University - Coffee Hour, Off Track Graduation Sessions

Staff:

- Technology
- Professional learning opportunities
- More support staff (para-educators)
- 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 :

Students Meeting or Exceeding Standards in English

Action Details:

1. At McLane High School, we will prioritize Good First Instruction (GFI) as the foundation for all English classes. GFI ensures that all students receive high-quality, rigorous instruction from the outset. The following strategies will be incorporated into daily teaching practices:

- Differentiated Instruction: Teachers will use differentiated instruction to meet the diverse needs of students, whether they are on track or struggling. This includes providing scaffolded support, differentiated texts, and varying levels of engagement that push students beyond their comfort zones.
- Active Learning and Engagement: Teachers will integrate active learning strategies, such as Socratic seminars, project-based learning, and group discussions, to foster critical thinking, engagement, and deeper understanding of English language and literature.
- Rigor in Content: The curriculum will be aligned with college and career readiness standards to ensure students are challenged with texts, assignments, and tasks that promote higher-order thinking, analysis, and synthesis.
- Explicit Instruction in Reading and Writing: Teachers will provide explicit instruction in both reading comprehension and writing techniques, utilizing strategies such as annotation, text-based evidence use, and argumentative writing to push students to perform at higher levels.

2. At McLane we will use professional development to build teacher capacity to ensure that our teachers have the skills and knowledge to deliver rigorous instruction, we will invest in ongoing professional development. This will help teachers grow in their practice and better support students in achieving academic success in challenging English classes:

- Focused PD on High-Impact Strategies: Teachers will participate in professional development sessions centered around best practices in rigorous instruction and student engagement in English classes. This includes training on differentiation, student-centered learning, and culturally relevant pedagogy to address the diverse needs of our student population.
- Content-Specific Training: English teachers will receive specialized training on literacy instruction, focusing on strategies to teach reading and writing at higher levels, including text complexity, academic vocabulary development, and critical thinking techniques.
- Instructional Rigor and Assessment: PD will focus on increasing rigor in instructional materials, assignments, and assessments, ensuring teachers are prepared to set high expectations and maintain rigor in challenging English classes.

3. At McLane High School, we understand that collaboration among teachers is key to improving academic outcomes for all students. We will create time and structures for teachers to collaborate effectively:

- Collaborative Planning Time: We will provide dedicated planning time for English teachers to meet and align their instruction. This time will be used to plan lessons that promote rigor, review student work, and analyze student progress. Teachers will collaborate to ensure consistency in their teaching approaches and to share successful strategies for engaging students.
- Formative Assessments: Teachers will work together to design formative assessments that help measure student progress throughout the learning process. These assessments will be used to gauge understanding, identify areas for growth, and inform future instruction. Teachers will calibrate their grading and assessment practices to ensure alignment with high standards and expectations.
- Data-Driven Instruction: Teachers will use data from formative assessments to adjust instruction based on student needs, ensuring that students who are struggling are provided with additional support and those who are excelling are appropriately challenged.
- Peer Observations and Feedback: Teachers will have opportunities to observe their colleagues' classrooms to gain new insights into instructional practices and receive feedback. This fosters a culture of continuous improvement and mutual support.

4. We will track the success of our initiatives and ensure that we are meeting our goals by regularly monitoring student progress through formative assessments, benchmark exams, and student engagement metrics.

- Review data during collaborative meetings to adjust instructional practices and address any emerging challenges.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier I: All students will receive high-quality, rigorous instruction in the general education classroom. Our primary goal is to ensure that Good First Instruction (GFI) is consistently delivered to all students, setting a strong foundation for learning in English.

- We will use research-based curriculum that aligns with state standards for English Language Arts, including novels, nonfiction texts, poetry, and academic writing assignments that challenge students at various levels of proficiency. These texts will be selected based on text complexity, ensuring that students engage with challenging material that promotes deep reading and critical thinking.

- **Explicit Instruction:** Teachers will employ strategies such as modeling, think-alouds, and guided practice to teach reading comprehension, literary analysis, writing techniques, and grammar. These strategies will be implemented in a way that supports language development for all students, including English Learners (ELs).
- **Differentiated Instruction:** We will provide opportunities for students to work in small groups or with partners, allowing for more targeted instruction based on student needs. Instruction will be scaffolded, and we will use tiered assignments to allow for appropriate levels of challenge and support.
- **Materials and Supplies:**
 - Textbooks and digital resources aligned to the English Language Arts curriculum.
 - Academic vocabulary charts, graphic organizers, and literacy tools such as sentence starters and writing scaffolds.
 - Interactive tools like Google Classroom, Teams, or Kahoot for engagement and formative assessments.
- **Assessment:**
 - Formative assessments (e.g., exit tickets, quizzes, group activities) will be used regularly to monitor student progress and inform instruction.
 - Teachers will provide real-time feedback to students, helping them refine their writing, reading comprehension, and critical thinking skills.
 - Teachers will analyze student data (e.g., scores on formative assessments) and make adjustments to instruction to ensure that all students are appropriately challenged.

Tier II: Interventions will be targeted, short-term, and data-driven, designed to provide extra support in a smaller group setting.

- **Small Group Instruction:** Students will receive additional instructional time in small groups, either **during the school day or after school**. These groups will focus on specific areas of need, such as reading comprehension, writing fluency, and academic vocabulary development.
- **Language Development Support:** EL students will receive **English Language Development (ELD)** support in small groups, focusing on **vocabulary acquisition, sentence structure, and academic discourse**.
- LIF classes will provide additional support focusing on **vocabulary acquisition, sentence structure, and academic discourse** for the Long-Term English Learners.
- **Assessment: Progress monitoring tools** (district benchmarks, i-ready, ELPAC, IAB, CAASPP, SBAC, PSAT, and SAT) will be used to track individual student progress and determine if the intervention is effective.
- Teachers will regularly revisit formative assessments and adjust intervention strategies as needed, focusing on closing academic gap

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

- All students will receive training and practice taking grade level assessments and online assessments in preparation for state assessments.
- Newcomer students will receive focused training and practice in taking grade-level assessments, both online and traditional, in preparation for state assessments. This will include explicit instruction on test-taking strategies and the structure of assessments, with additional practice in using online assessment platforms.
- Purchase and maintenance of technology, instructional resources, supplemental materials and supplies to support students and teachers.

Tier III: Use of PLUS teachers, ELL coordinator, additional support staff to support identified tier III students.

- **One-on-One Instruction:** These students will receive one-on-one support focusing on their most critical academic needs, such as foundational reading skills, writing assistance, and intensive language development.
- **Customized Learning Plans:** Personalized learning goals will be developed for each caseload of targeted student groups, addressing specific academic deficiencies and behavioral challenges.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTE\) students, and students who have been reclassified.](#)

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

Provide targeted academic support for ALL EL students.

- **Differentiated Instruction:** Employment of differentiated instruction model, which allows teachers to adapt lessons, materials, and assessments based on student's proficiency levels in English. EL students, including newcomers and LTEs, are provided with materials that match their English language level, such as leveled texts, vocabulary-building exercises, and visual aids that help them grasp complex content.
- To support newcomers and EL students in their academic development, **Interact Fellows** will assist in the classroom through push-in or pull-out models. Fellows will provide additional instruction and individualized support during lessons and assessments, helping students navigate both language barriers and academic content.
- **Language Development:** All EL students, regardless of their proficiency level, participate in English Language Development (ELD) programs designed to strengthen both academic and conversational English. Newcomers receive intensive language instruction focusing on foundational skills, while LTEs and reclassified students focus on enhancing their academic vocabulary and language fluency, particularly in writing and academic discourse.

Provide targeted support for Newcomer Students

- Peer Mentorship: We provide a peer mentorship program that pairs newcomer students with students who have successfully navigated the school system. These mentors help guide newcomers through the daily school experience, assisting with language learning and acclimating to social and academic norms.
- **Orientation and Academic Support:** Newcomers participate in an academic orientation that provides an overview of school resources, academic expectations, and extracurricular activities. They also receive targeted support from our **EL Coordinators** and **PLUS teachers** to ensure they are integrated into the learning community.

Provide Interventions for Long-Term English Learners

- Focused Language and Literacy Development: We implement targeted literacy interventions that focus on improving reading comprehension, academic vocabulary, and writing skills. These interventions are delivered in small groups to provide more personalized support.
- LTELs are placed in a targeted English class (LIF)
- LTELs are encouraged to attend **after-school programs** where they receive additional help with reading and writing. These programs are designed to target language gaps and provide more practice with advanced academic tasks, such as essay writing, literary analysis, and research projects.

Provide Support for Reclassified EL students

- Reclassification Monitoring: Once an EL student is reclassified, they continue to receive academic support to ensure that they maintain high levels of achievement. Reclassified students are monitored closely for a period of time to ensure they are performing well academically and not at risk of falling behind in their content classes.
- Enrichment and Advanced Support: Reclassified students who show strong academic performance are encouraged to participate in enrichment activities such as AP courses, and leadership programs. These students are provided with opportunities to extend their learning and engage in rigorous academic content that prepares them for college and career success.

Student Groups

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

Students with Disabilities (SWD):

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

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

- Extra pay contracts for Inter-Act Fellows to provide mentorship support to increase EL student engagement in and outside of the classroom to improve
- **EL-Specific Training and Workshops:** Title I funds will be used to provide **professional development opportunities** for teachers and staff, focusing on best practices for teaching English Learners. This includes training on **differentiated instruction**, **SIOP (Sheltered Instruction Observation Protocol)** strategies, and **culturally responsive teaching**. The goal is to equip educators with the tools and strategies necessary to support EL students effectively.
- **EL Coordinator Support:** We will allocate funds to support the salary of our **EL Coordinator** who will oversee the implementation of EL programs and facilitate professional development for teachers working with EL students.
- We will employ **bilingual aides** to provide direct support to students in the classroom. These aides will assist in small group instruction, offer translation support, and help EL students understand lesson content more effectively by providing explanations in their native language when necessary. Bilingual aides will play a crucial role in supporting language development and ensuring students are fully engaged in lessons.
- **After-School Programs:** Title I funds will support **after-school tutoring** and **literacy labs** for EL students. These programs will provide additional academic support, especially for LTELs who may need more time to reinforce critical language skills and academic concepts.
- Investing in research-based instructional materials specifically designed for English learners
- Offering professional development opportunities for teachers focused on effective strategies for English language instruction

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

Students with Disabilities (SWD):

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

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

- Parent Education Workshops through Coffee Hour: Funds will be used to organize workshops for families of EL students. These workshops will focus on strategies to support students at home, navigating the school system, and understanding assessment results. Workshops will be offered in multiple languages to ensure accessibility for all families.
- EL-Specific Training: To ensure that teachers are well-equipped to meet the needs of EL students, 7090/7091 funds will support professional development for teachers. This training will focus on best practices for teaching English Learners, including sheltered instruction strategies, differentiated instruction, and culturally responsive teaching.
- Capacity Building: These funds will also be used for capacity-building workshops where educators learn to develop effective language scaffolding strategies, incorporate academic language support into lessons, and use formative assessments to track the language development of EL students.
- Purchasing digital resources and technology tools to enhance English language instruction
- Extra pay contracts for Teachers and contracts with Inter-Act Fellows to provide mentorship support to increase EL Students engagement in and outside of the classroom to improve Math/English.
- Offering extended learning opportunities such as after school enrichment programs tailored to the needs of English learner students
- Consultant contract for leadership training for students in the Scholars Program through Imago.
- Digital subscription to Imago learning platform to be used for students to learn/develop life skills.

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

Students with Disabilities (SWD):

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

To support our English Learner (EL) students at McLane High School, we will implement targeted actions aimed at addressing the needs of newcomers, Long-Term English Learners (LTELs), and reclassified students.

Action 1- Targeted Instruction and Academic Support

- Small Group Instruction: We will provide small-group support with bilingual aides and paraprofessionals to offer language and content assistance tailored to EL students' proficiency levels.
- Differentiated Instruction: Teachers will use differentiated strategies and sheltered instruction to meet the diverse needs of EL students, with a focus on LTELs and newcomers.

Action 2- Professional Development and Teacher Capacity Building

- EL-Specific Training: Teachers will receive professional development on best practices for EL instruction, including SIOP, culturally responsive teaching, and language scaffolding techniques.
- Coaching and Collaboration: Teachers will collaborate with ELL coordinator to calibrate instruction and discuss formative assessments.

Action 3- Language Support and Interventions

- After-School Programs: We will offer after-school tutoring for EL students, focusing on language development and academic skills.
- Language Development Tools: Students will have access to leveled reading materials, language apps, and interactive websites to support their language acquisition.

Action 4- Family Engagement and Support

- Parent Education Through Coffee Hour Workshops: We will host workshops to educate families on supporting language development at home and understanding assessments, offered in multiple languages.
- Translation Services: We will provide translation and interpretation services for all school communications to ensure family engagement.

Action 5- Social-Emotional Support

- We will offer social-emotional support and counseling services for EL students, helping them adjust to the school environment.
- Peer Mentorship: Peer mentorship programs will connect newcomers with experienced students to provide academic and social support.

Action 6- Monitoring and Data-Driven Decision Making

- Progress Monitoring: We will conduct regular language proficiency assessments and formative assessments to track progress and inform instruction.
- Monitor progress using IABs and FIABs

- Data Analysis: We will analyze academic performance and reclassification rates to ensure EL students are meeting their goals.

Action 7-Enhanced Services for EL Subgroups

- Newcomers: Orientation programs and language immersion will support newcomers, helping them integrate into the school.
- LTELs: Targeted literacy interventions and academic support will help LTELs bridge gaps in their language and content knowledge.
- Reclassified Students: We will monitor reclassified students to ensure continued academic success and offer enrichment opportunities

Through these planned actions and expenditures, McLane High School aims to create an inclusive and supportive learning environment where English learner students can thrive academically and reach their full potential.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback: Outcomes measured by walk through data focused on IPG and PL school focus areas. 70% of classroom observations will show implementation of foundational skills lessons. <i>Outcomes monitored by Principal, VP, and teachers.</i>	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments: Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. 40% of students meeting their stretch growth will increase by 12% comparing last year's data to this year's data. <i>Outcomes monitored by teachers, grade level PLCs, and admin.</i>	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • SBAC Growth: We will track individual and group progress on SBAC assessments over time to measure the effectiveness of our EL support strategies. The EL Coordinator and Admin. Team will monitor growth in both language proficiency and academic skills based on SBAC results. SBAC Results: decrease the distance from meeting standards in ELA from -94.8 to -79.8 • i-Ready Progress: i-Ready will be used to track reading and math growth throughout the year. The Admin. Team and teachers will monitor this data to adjust interventions and ensure sustained progress. • Grade Progress: Regular monitoring of grades across subjects will ensure that EL students are making consistent academic progress. Teachers and the EL Coordinator will address any academic concerns and provide additional support as needed. Admin. Team and teachers will collaborate regularly to ensure that data from SBAC, i-Ready, and grades are being analyzed and that instructional adjustments are being made. Through this consistent monitoring and the use of evidence-based strategies, we will ensure our EL students meet their academic and language goals long term.

Action 2 :

Students Meeting or Exceeding Standards in Math

Action Details:

McLane High School will ensure that all students receive high quality instruction through the implementation of a 9th - 12th grade comprehensive Math instruction program with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence, and rigor. Professional Learning Communities will utilize our core curriculum to implement school wide multi-tiered system of support to achieve our goal of students demonstrating mastery of standards.

Goal:

By June 2026, McLane High School will decrease the distance from meeting standards in Mathematics from -159.5 to – -144.5 as measured by the Smarter Balanced Summative Assessment (SBAC).

By June 2025, McLane High School will decrease the percentage of students in Grades 9 -12 that are 2 or more grade as measured by Ed-Cite assessment.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

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.

- PLUS Teacher support in classrooms and as pull out skill support will help Tier II intervention in Algebra I classrooms.

Tier II Lunch time tutoring available by appointment or walk-in service to math teachers.

- 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 Ed-Cite, SBAC, 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 II Support Approach for 9th Grade Students:

- **9th Grade Success Team** will regularly monitor academic progress, attendance, and social-emotional well-being of students. Using data such as grades, behavior reports, and attendance records, the team will identify students who are beginning to struggle or who need additional support.
- The **BTSC** will assist by identifying students who may need social-emotional or behavioral interventions, including those at risk of disengagement or who are facing challenges outside of school.

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

- **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

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

- *English Learners (EL)*

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

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

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

- Providing professional development opportunities for teachers focused on effective EL instruction strategies

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

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

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

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

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

Student Groups

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

To improve math scores for **African American students, Students with Disabilities (SWD), English Learners (EL), and Foster & Homeless Youth**, Title I funds will be allocated to targeted interventions, professional development, and student support initiatives.

1. Targeted Math Intervention & Support

- **Intervention Specialists & Math Coaches** – Hire additional staff to provide small-group and one-on-one support for struggling students.
- **Tutoring Programs** – Fund after-school, lunchtime, and weekend math tutoring tailored to the needs of these student groups.
- **Extended Learning Opportunities** – Offer summer bridge programs, math academies, and credit recovery options for students falling behind.
- **Adaptive Math Software** – Purchase programs like **i-Ready or Khan Academy** to provide personalized math instruction.
- **Hands-On & Visual Learning Tools** – Invest in manipulatives, graphic organizers, calculators and interactive whiteboards to support different learning styles.
- **Bilingual Math Resources** – Provide translated materials and math glossaries for EL students.
- **Professional Development in Differentiated and Grade Level Math Instruction** – Help teachers implement scaffolding strategies for SWD, ELs, and at-risk students.
- **Specialized PD for SPED & EL Math Instruction** – Provide targeted training on effective strategies for students with IEPs and language acquisition needs.
- **Mentorship & Peer Support Programs** – Pair students with math mentors and role models to foster confidence and academic persistence.
- **Dedicated Academic Support, Mentors, Tutors and TSAL** – Provide case management to track progress and connect students with resources.

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

To improve math achievement for **African American students, Students with Disabilities (SWD), English Learners (EL), and Foster & Homeless Youth**, LCFF funds will support **targeted interventions, extended learning, professional development, and student engagement strategies**.

- **Tutoring & Remediation (Lunch & After School)** – Fund **daily tutoring sessions** during lunch and after school to provide **personalized support** for struggling students.

- **Intervention Specialists & Math Coaches** – Hire staff to **deliver small-group instruction and individualized interventions**.
- **Extended Learning Opportunities** – Provide **Saturday school, winter/summer math academies, and credit recovery options**.
- **Adaptive Math Software** – Invest in **i-Ready and Desmos** to provide **data-driven, personalized math practice**.
- **Hands-On Learning Tools** – Provide **math manipulatives, visual aids, and interactive digital resources**.
- **Bilingual & SPED-Friendly Resources** – Offer **translated materials, step-by-step guides, and scaffolded math supports** for ELs and SWD.
- **Training in Differentiated Math Instruction** – Support **scaffolding, small-group instruction, and accommodations for SWD and ELs**.
- **Culturally Responsive Math Teaching** – Equip teachers with **strategies to engage African American students and address learning gaps**.
- **Specialized Training for EL & SPED Instruction** – Focus on **academic language development in math and IEP-aligned strategies**.
- **Parent Workshops on Math Strategies** – Offer bilingual sessions on **helping students with homework, test prep, and growth mindset**.
- **Mentorship & Peer Tutoring Programs** – Connect students with **math mentors and peer study groups** for additional support.

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

- **Targeted Tutoring & Intervention**
 - Implement **small-group tutoring** and **after-school remediation**. Research shows that focused, **small-group tutoring** can have a high effect size on student achievement, especially when instruction is personalized.
- **Differentiated Instruction**
 - Use **scaffolded lessons** tailored to the needs of African American, EL, SWD, and Foster/Homeless Youth. Studies indicate that **differentiation** improves outcomes for diverse learners by meeting individual needs and maximizing engagement.
- **Collaborative Learning**
 - Foster **peer tutoring and collaborative group work** in math. Research supports that **collaborative learning** improves problem-solving skills and provides social-emotional benefits, boosting overall academic performance.
- **Formative Assessment & Data-Driven Instruction**
 - Implement **regular formative assessments** to guide instruction. Continuous feedback and adapting teaching methods based on student progress have shown high effect sizes in improving student learning.
 - Monitor progress using IABs and FIABs
- **Teacher Professional Development**

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them.
Classroom walk throughs for teacher feedback: \ Outcomes measured by walkthrough data focused PL school focus areas. 70%o f classroom observations will show implementation of mathematical practices being implemented. Outcomes monitored by Principal, VP, and teachers.	District benchmark, iReadyDiagnostic math assessments, SBAC interim assessments: Outcomes measured by growth from assessment to assessment (Formative, ED-Cite, IAB's) Outcomes monitored by teachers, grade level PLCs, and admin	SBAC Results: Outcomes measured by decrease the distance from meeting standards in Mathematics from -95.3 to –80.3 as measured by the Smarter Balanced Summative Assessment (SBAC). Outcomes monitored by Principal and teachers.

Action 3 :

English Language Learners Support Services

Action Details:

At McLane High School, with the support of our **English Language Learner (ELL-TSA) Coordinator**, we are committed to improving the academic performance of our English Learners (ELs) by implementing strategies that address their unique needs and provide the necessary support to succeed in challenging academic environments.

1. Targeted Instruction and Academic Support

The **ELL Coordinator -TSA** will work closely with teachers to ensure that **high-quality, differentiated instruction** is provided to all EL students, especially those at more advanced levels of language acquisition. This will include **ELD instruction techniques, scaffolding, and academic language development** to help students access grade-level content. By developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. Also by utilizing **small group instruction, language support materials, and peer tutoring**, we will create an environment where EL students are actively engaged and challenged.

2. Professional Development for Teachers

The **ELL-TSA Coordinator along with our administration** will oversee **ongoing professional development** for our teaching staff, focusing on **best practices for supporting EL students** in rigorous academic settings. This includes training in appropriate **scaffolding techniques and differentiated strategies** to ensure that every teacher is equipped with tools to meet the diverse academic and linguistic needs of their students. By building teacher capacity, we ensure that instruction is both **rigorous and accessible** for our EL students.

3. Data-Driven Support and Monitoring

Our **ELL-TSA Coordinator** will closely monitor EL students’ academic progress through regular **data analysis** of language proficiency levels, test scores, and formative assessments. This ongoing monitoring allows us to identify **learning gaps** early and implement **targeted interventions** when necessary. Regular check-ins with teachers will ensure that students are consistently supported and challenged according to their needs.

4. Targeted Interventions for Long-Term English Learners (LTELs) and Newcomers

For **Long-Term English Learners (LTELs)**, the **ELL Coordinator** will implement specialized **academic support through our LIF classes** designed to address specific challenges these students face in acquiring academic language and content knowledge. Additionally, **newcomer students** will receive targeted **designated ELD** to ensure a smooth academic transition.

5. Family Engagement and Support

Our school will engage with **families** to provide support both in and outside the classroom. This includes hosting **parent workshops**, offering **language development resources** for home use, and ensuring that families are informed about their child’s academic progress. Informed and involved families contribute significantly to student success, particularly in academic areas that require higher levels of challenge.

6. Collaborative Planning and Teacher Collaboration

The **ELL-TSA Coordinator** will facilitate **collaboration** among teachers, ensuring that they meet regularly to calibrate lesson plans and assessments, particularly when it comes to integrating **language objectives** with **content objectives**. This collaborative approach ensures that our EL students are supported across all disciplines and consistently challenged to reach higher levels of academic performance.

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier I: Universal Instruction

For all EL students, we provide high-quality, differentiated instruction using appropriate scaffolding techniques, and appropriate instructional materials such as EDGE and digital resources. This helps EL students engage with grade-level content while developing their English proficiency. Activities like collaborative discussions and language fluency development to further support language growth. Additionally, we will provide substitutes for ELAC testing to create optimal testing conditions for students.

Tier II: Targeted Instruction

For students needing additional support, we offer small-group instruction focused on academic language, vocabulary, and writing skills. 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. Students who require more focused interventions may participate in after-school tutoring or targeted instruction. Formative assessments help track progress and guide instruction. With the support of the administrators, supplemental contracts/resources and materials, including technology, to support engagement and differentiation opportunities in EL instruction will be created.

Tier III: Intensive Instruction

For students requiring intensive support, we provide **one-on-one tutoring** and **personalized learning plans** tailored to individual needs. These plans, developed by the **ELL Coordinator** and teachers, are regularly reviewed and adjusted based on progress.

We will also use ongoing monitoring and data collection:

We continuously monitor student progress through **language assessments**, **formative tests**, and **benchmarks**. Teachers and the **ELL Coordinator** regularly analyze data and adjust interventions to meet individual needs, ensuring students receive the appropriate support at each tier. Through **differentiated instruction**, **small-group interventions**, and **personalized support**, McLane High School is committed to helping EL students succeed academically. The integration of **MTSS** ensures we can provide targeted, data-driven support to meet the diverse needs of our students and help them achieve their full potential.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

- Title I funds will be used to purchase **supplemental resources** such as **leveled readers**, **graphic organizers**, **sentence frames**, and **vocabulary development tools** to support EL students in accessing grade-level content. These resources will help scaffold instruction and promote language acquisition across all subjects.
- Funds will support professional development for teachers on **scaffolding strategies**, including **visual aids**, **graphic organizers**, and **interactive activities** that help EL students engage with content while building language skills. Teachers will also be trained on using effective **sheltered instruction** strategies to support EL students in mainstream classes.
- Title I funds will be used to support **collaborative learning opportunities** like **think-pair-share**, **small-group discussions**, and **peer feedback** activities to help students develop both academic language and social language

skills.

- Title I funds will cover the cost of **substitute teachers** to create optimal testing conditions during **ELAC** assessments. This will allow for a focused testing environment, ensuring that EL students perform at their best without distractions.
- Title I funds will be allocated to hire **bilingual aides** who will support EL students in **content-area SDAIE** (Specially Designed Academic Instruction in English) classes. The aides will provide direct support for both **long-term English Learners (LTEs)** and **newcomer students**.
- Title I funds will be used to develop **personalized learning plans** for students who require intensive support. These plans will focus on **individualized language development goals** and **academic support strategies**. The plans will be regularly reviewed and updated by the **ELL Coordinator** and teachers.

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

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

- Provide opportunities for students to engage in real-world learning experiences beyond the classroom supported by the provision of supplies and consumable materials as needed.
 - **Bilingual aides** or instructional assistants to provide language support in classrooms.
 - **Small-group or one-on-one tutoring** for EL students to help them catch up on language proficiency or academic content.
 - Workshops and conferences for teachers to develop expertise in best practices for **teaching English language learners** and **meeting the needs of diverse learners**.
 - Providing extended learning opportunities through **after-school programs** or **summer school** for EL students who may need extra support to develop their language skills and improve their academic performance.
4. *As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.*

To support English Learner students, McLane High School will:

- Provide Differentiated Instruction: Teachers will use scaffolding techniques, visual aids, and interactive activities to ensure EL students can access grade-level content. Scaffolding strategies will be applied across core subjects to support both language development and academic achievement.
- Bilingual aides will assist in small-group instruction for EL students, focusing on language development in core subjects.
- After-school tutoring will be offered to EL students who need additional support in reading, writing, and academic language.
- Teachers will participate in ongoing professional development focused on best practices for teaching EL students.
- Through Professional Learning Communities (PLCs), teachers will collaborate regularly to share resources, review student progress, and align instruction to meet the needs of EL students.
- Implement comprehensive monitoring and services as described in Action #3 of the SPSA
- Establish goal setting and communication of progress towards goals with guardians, ensuring transparency and collaboration in the educational process.
- Conduct flexible intervention groups for EL students scoring significantly below grade level in reading, facilitated by the ELL Coordinator, until they achieve targeted scores on assessments such as iReady, SBAC, and ELPAC.
- Provide supplemental books and resources specifically designed to support EL students in language and literacy development.
- Continuously provide training and support to the ELL Coordinator to effectively implement and monitor EL programs and interventions.
- The English Learner Coordinator will monitor student progress through formative assessments and language proficiency tests, adjusting instruction as necessary to ensure each EL student receives the appropriate support.
- We will actively engage EL families through workshops, regular communication, and events to ensure they understand how to support their children's language and academic development at home.
- Title I and other funds will support summer school and after-school programs designed to provide EL students with additional instructional time for language and academic growth.

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

Student Groups

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

English Learner (EL):

- Title I funds will be used to purchase **supplemental resources** such as **leveled readers**, **graphic organizers**, **sentence frames**, and **vocabulary development tools** to support EL students in accessing grade-level content. These resources will help scaffold instruction and promote language acquisition across all subjects.
- Funds will support professional development for teachers on **scaffolding strategies**, including **visual aids**, **graphic organizers**, and **interactive activities** that help EL students engage with content while building language skills. Teachers will also be trained on using effective **sheltered instruction** strategies to support EL students in mainstream classes.

- Title I funds will be used to support **collaborative learning opportunities** like **think-pair-share**, **small-group discussions**, and **peer feedback** activities to help students develop both academic language and social language skills.
- Title I funds will cover the cost of **substitute teachers** to create optimal testing conditions during **ELAC** assessments. This will allow for a focused testing environment, ensuring that EL students perform at their best without distractions.
- Title I funds will be allocated to hire **bilingual aides** who will support EL students in **content-area SDAIE** (Specially Designed Academic Instruction in English) classes. The aides will provide direct support for both **long-term English Learners (LTELs)** and **newcomer students**.
- Title I funds will be used to develop **personalized learning plans** for students who require intensive support. These plans will focus on **individualized language development goals** and **academic support strategies**. The plans will be regularly reviewed and updated by the **ELL Coordinator** and teachers.

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

English Learner (EL):

- Provide opportunities for students to engage in real-world learning experiences beyond the classroom supported by the provision of supplies and consumable materials as needed.
- **Bilingual aides** or instructional assistants to provide language support in classrooms.
- **Small-group or one-on-one tutoring** for EL students to help them catch up on language proficiency or academic content.
- Workshops and conferences for teachers to develop expertise in best practices for **teaching English language learners** and **meeting the needs of diverse learners**.
- Providing extended learning opportunities through **after-school programs** or **summer school** for EL students who may need extra support to develop their language skills and improve their academic performance.
- Fund a 1.0 FTE ELL - TSA

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

English Learner (EL):

To support English Learner students, McLane High School will:

- Provide Differentiated Instruction: Teachers will use scaffolding techniques, visual aids, and interactive activities to ensure EL students can access grade-level content. Scaffolding strategies will be applied across core subjects to support both language development and academic achievement.
- Bilingual aides will assist in small-group instruction for EL students, focusing on language development in core subjects.
- After-school tutoring will be offered to EL students who need additional support in reading, writing, and academic language.
- Teachers will participate in ongoing professional development focused on best practices for teaching EL students.
- Through Professional Learning Communities (PLCs), teachers will collaborate regularly to share resources, review student progress, and align instruction to meet the needs of EL students.
- Implement comprehensive monitoring and services as described in Action #3 of the SPSA
- Establish goal setting and communication of progress towards goals with guardians, ensuring transparency and collaboration in the educational process.
- Conduct flexible intervention groups for EL students scoring significantly below grade level in reading, facilitated by the ELL Coordinator, until they achieve targeted scores on assessments such as iReady, SBAC, and ELPAC.
- Provide supplemental books and resources specifically designed to support EL students in language and literacy development.
- Continuously provide training and support to the ELL Coordinator to effectively implement and monitor EL programs and interventions.
- The English Learner Coordinator will monitor student progress through formative assessments and language proficiency tests, adjusting instruction as necessary to ensure each EL student receives the appropriate support.
- We will actively engage EL families through workshops, regular communication, and events to ensure they understand how to support their children's language and academic development at home.
- Title I and other funds will support summer school and after-school programs designed to provide EL students with additional instructional time for language and academic growth.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒	Strong Evidence	☐ Moderate Evidence
		☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Short-Term Monitoring will focus on regular data checks (bi-weekly or monthly), classroom observations, and student progress tracking to ensure EL students are meeting benchmarks. The EL Coordinator and Admin. over ELL will oversee this process.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Outcomes will be measured through data tracking, assessments, and regular reviews of student progress. Admin. over ELL and the EL Coordinator will monitor the effectiveness of these interventions and adjust as needed based on student outcomes.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • ELPAC growth: We will track individual and group progress on ELPAC assessments over time to measure the effectiveness of our EL support strategies. The EL Coordinator and Admin. Team will monitor growth in both language proficiency and academic skills based on SBAC results. • i-Ready Progress: i-Ready will be used to track reading and math growth throughout the year. The EL Coordinator and teachers will monitor this data to adjust interventions and ensure sustained progress. • Grade Progress: Regular monitoring of grades across subjects will ensure that EL students are making consistent academic progress. Teachers and the EL Coordinator will address any academic concerns and provide additional support as needed. Admin. over ELL, Admin. Team and the EL Coordinator will collaborate regularly to ensure that data from SBAC, i-Ready, and grades are being analyzed and that instructional adjustments are being made. Through this consistent monitoring and the use of evidence-based strategies, we will ensure our EL students meet their academic and language goals long term.

2025-2026 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	Teacher-Supp			Teachers supplemental contracts Goals 1 - 5 (no IEP's)	4,904.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts academic performance at challenging levels and to increase student engagement. Goals 1-5.	22,674.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies **No Food/No incentives**	4,511.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			local mileage for HSL	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	APIC at McLane	65,317.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes.	5,964.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts academic performance at challenging levels and to increase student engagement Goals 1 - 5.	63,146.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books, Subscriptions to support Instructional needs, social emotional needs of students. All Goals 1 - 5.	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials, Supplies, Incentives to support academic performance, and site safety	168,445.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology, equipment, and trailer/transport.	20,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			College Trips: -Transportation to support academic success. A-G Completion and Career Readiness.	25,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair and maintenance,	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Motivational guest speakers.	40,000.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2500	EL support	44,570.00
G1A3	Sup & Conc	Instruction	Travel			Travel expenses, registration, etc., to support professional development and student engagement as addressed in Goals 1-5.	19,102.00
G1A3	Sup & Conc	Instruction	Direct-Food			Food services and supplies to support instructional activities to increase and maintain Goals 1-5 efforts.	8,000.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7500	EL support	133,710.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher supplement pay to support EL Achievement and ELPAC accessors.	15,906.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Instructional materials/supplies and professional learning to support EL students	1,000.00
G1A3	LCFF: EL	Instruction	Copier Maint			Copier lease/Maintenance EL Support	1,000.00

\$654,249.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared	✓		38.6 %	2023-2024	42.1 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	76.3 %	77.5 %	2024-2025	78.6 %
Graduation Rate	✓	90.3 %	85.9 %	2023-2024	87 %
Graduation Rate (Students w/ Disabilities)	✓	64.6 %	61.4 %	2023-2024	62.5 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, the percent favorable in student-centered/real-world experiences domain of the Fall Climate & Culture student survey increase 1% from Fall 2024. Based on the metrics in this Current Goal, our graduation rate was at 90.3%

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Shortages in staffing; weren't able to hire RCA
- 2. Not enough opportunities for student involvement due to lack of coaches/sponsors for clubs and programs.
- 3. Parents not wanting to send students on trips out of town.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Hire an RCA

- 2. Hire an Intervention Specialist II
- 3. Parent informational meetings to discuss the opportunities and student participation.
- 4. Increase extracurricular activities.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: CTE Enrollment Fully Implemented

The actions were fully implemented. Expanded our internship Rising Scholar and Internship programs. All Pathways are continually evaluated to accredited through CPA, NAF, and Linked Learning. Master schedule offerings are implemented with the intention to allow students multiple access to become pathway completers.

Action 2: Linked Learning Enrollment Partially Implemented

Linked learning is partially implemented as a result of master schedule limitations and adjustments to the ability to schedule PLC meetings. Some pathways are more consistent than others in the areas of cross departmental planning.

Action 3: Dual Language Immersion Academy Fully Implemented

The DLI Academy has fully achieved its goal of expanding student engagement. The master schedule was designed to offer students the opportunity to take at least two courses in Spanish, such as Chicanx Studies, Economics/American Government, DLI Spanish, AP Spanish Language, AP Spanish Literature, Race and Social Justice, and Modern World History. This initiative enables both English learners and native English speakers to become biliterate in each other's languages within a collaborative and supportive learning environment. Additionally, the graduating class of 2024 participated in a field trip to San Diego, where they were immersed in meaningful experiences, including visits to universities, museums, and exploration of historic Old Town San Diego and Chicano Park.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: CTE Enrollment Effective

Enrollment Data:
MERA Pathway Enrollment - 2023/24: 312 (310 in-sequence) // 2024/25: 287 (287 in-sequence)
AFE Pathway Enrollment - 2023/24: 195 (183 in-sequence) // 2024/25: 205 (167 in-sequence)
AV Pathway Enrollment - 2023/24: 258 (132 in-sequence) // 2024/25: 217 (143 in-sequence)
Overall CTE Enrollment - 2023/24: 1096 (907 in-sequence) // 2024/25: 1165 (863 in-sequence)

Pathway enrollment has decreased in two pathways (MERA and AV) and has increased in one pathway (AFE), while enrollment in CTE courses overall has increased. This result is likely due to an increased number of CTE course sections being offered (Digital Media & Design, General Internship, Personal Finance, Cinematography, and Food & Nutrition), which might limit the number of sections previously offered in some pathway courses. Another reason for this result would be an increased emphasis on "in-sequence" enrollment where students are appropriately placed in CTE courses such that they can reach pathway completion. This is seen particularly in one pathway (AV) which has decreased in enrollment overall, while increasing in the number of students placed at the appropriate course for their grade level to allow for the student to complete the pathway.

Action 2: Linked Learning Enrollment

Effective

MERALinked Learning Students 2024/25 - Grade 9: 88/109, Grade 10: 51/55, Grade 11: 25/66, Grade 12: 11/57
AFE Linked Learning Students 2024/25 - Grade 10: 19/55, Grade 11: 42/88, Grade 12: 19/32
AVLinked Learning Students 2024/25 - Grade 10: 11/113, Grade 11: 8/55, Grade 12: 3/49

Due to the challenge of multiple demands on master scheduling, arranging students as linked learning cohorts among 2-3 general education courses and their CTE pathway course has been limited and inconsistent. This is less the case among established working groups of teachers (MERA Grade 9) and is not necessarily reflected in data for CTE courses that choose to collaborate with general education courses in spite of master schedule cohorts (AV Grade 11). To amend some of the challenges with master scheduling, specific courses are being re-evaluated as being intended to be part of linked learning pathways (AP courses, Art courses, Science in non-STEM pathways). Additionally, CTE teachers are attempting to establish footholds with selected general education teachers so that the master schedule can be built consistently with the same linked group of teachers in mind. Another note would be a focus on creating written curriculum in project-based learning units that can be used annually for recurring engagement across disciplines.

Action 3: Dual Language Immersion Academy

Effective

The DLI Academy was successful in achieving its goals, as shown by measurable growth. Students improved their skills, with higher AP passing rates and DLI classes at full capacity. Regular data chats helped track progress, and a strong focus on language development supported student success. These actions contributed to the overall effectiveness of the program.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will provide more opportunities for real world experiences such as field trips.
- We will host a Community Job Fair.
- We will increase the number of activities available for students to choose from.
- We will begin regular monthly meetings between Head Counselor, Principal, VP, AP Coordinator, CTE Coordinator, and DE Coordinator to analyze data and calibrate student supports.

Section D: 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.

SSC:

- Have speakers talk with students about their careers.
- More field trip opportunities
- Community service/meaningful work opportunities
- After school tutorial for students with Ds and Fs
- Student centered leadership training
- 21st Century/Endurable Learning Skills

ELAC:

- More field trip opportunities
- Educational and enrichment assemblies

Staff:

- Bring more field trip opportunities
- Educational and enrichment assemblies

Action 1 :

CTE/Linked Learning Enrollment

Action Details:

McLane High School will continue to expand student engagement through enrollment in CTE programs with meaningful work-based learning experiences, industry certifications, and membership in Career Technical Student Organization (CTSOs). CTE pathways will engage in program review through CPA, NAF, and LLA accreditation cycles. 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 CTE Pathways. McLane will use linked learning teams to support student interests in careers by connecting relevant course work to real-world applications in project-based learning.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Linked learning is built around the four core principles which are rigorous academics, career technical education, work-based learning, and personalized student supports. Work-Based Learning (WBL) experiences are opportunities to engage students with career readiness skills such as guest speakers, industry visits, mock interviews, certifications, unpaid/paid internships, etc. To support the four core principles of linked learning and meaningful WBL experience for students, the following will be implemented:

- Tier I:
- Implementation of CTE course outlines that include integration CTE model curriculum standards, linked learning content standards, and work-based learning.
 - Tracking of WBL experiences through Titan dashboard
 - Transportation supporting outside the classroom, work-based learning experiences.
 - Membership in various CTSOs (HOSA, FCCLA, FBLA, SkillsUSA, etc.)
 - Career center on campus to assist students in career exploration and preparation
 - After school intervention support to support student learning needs

- Tier II:
- Recurring meetings with district advisory committee, industry-aligned sub-committees, and site pathway partners to regularly collaborate with upcoming opportunities.
 - Pull-out planning days for pathway and linked learning PLCs to develop written curriculum of project-based units of study

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Newcomer Orientation program to support transition and connect families to bilingual staff and services
- Integrated ELD strategies used schoolwide to support Long-Term English Learners (LTELs)
- Ongoing professional development for teachers on scaffolding and culturally responsive pedagogy
- Monitoring of LTEL progress by counselors, with access to tutoring and credit recovery as needed
- Active English Learner Advisory Committee (ELAC) to advocate for LTEL resources and promote parent engagement
- Four-year monitoring of Reclassified Fluent English Proficient (RFEP) students to ensure continued academic success
- Access to advanced coursework (honors, AP) for RFEP students, with counselor oversight
- Differentiated instruction to support continued language and content development for RFEPs
- TSA for ELs provides teacher coaching, data analysis, and small group student support
- Regular ELPAC data analysis to inform instruction and interventions
- Collaboration between ELD and core content teachers through PLCs for instructional alignment
- Integration of EL supports into the school's Multi-Tiered System of Supports (MTSS)

Student Groups

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

- Fund after-school tutoring and credit recovery programs to support CTE students with academic coursework connected to their pathway
- Provide professional development for CTE teachers focused on integrating academic standards, literacy, and deeper learning into CTE instruction
- Fund career exploration events, including guest speakers, industry panels, and job shadowing opportunities
- Support field trips to colleges, technical schools, and industry sites to expand college and career awareness
- Purchase software and digital tools that support CTE pathway coursework and certifications
- Fund stipends or release time for CTE teachers to collaborate with academic departments and align interdisciplinary instruction
- Support student leadership development through CTSOs (Career Technical Student Organizations) by covering membership dues, competition fees, and travel
- Provide resources and supplies for end-of-pathway capstone projects, portfolios, and student showcases
- Fund targeted interventions and case management for CTE students who are at risk of not completing their pathway or graduating on time

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

Students involved in CTE programs on campus regularly participate in work-based learning experiences that take place off-campus and/or outside the regular school day. For this reason, a planned expense to support this student group would be the purchase of meals when necessary. Another planned expense would be regular maintenance of school vehicles (cleaning, oil change, etc.) utilized for transportation during these types of work-based learning experiences.

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

- Work-based learning opportunities will be developed and tracked. - Pathway and linked learning PLCs will meet regularly and develop cross-curricular, project-based units of study. - CTE pathways will regularly be accredited through CPA, NAF, and LLA - Site will focus on increasing rate of students meeting college & career readiness "Prepared" criteria through CCI, particularly those met via career technical education pathway completion.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Job Developer will regularly meet with CTE teachers and other staff to account for work-based learning experiences taking place. CTE Coordinator will schedule pathway and linked learning Job Developer will schedule regular workshops with students to offer unique, engaging career exploration through the Career Center. CTE Coordinator will expand opportunities for staff to Job Developer and CTE Coordinator will improve WBL accounting through regular use of paper and digital forms, then subsequent entry into Titan dashboard. Titan will allow reference to all students and their own personalized PLC meetings at the beginning of the school year and teachers will develop written curriculum to be collected, implemented, and reflected upon. CTE Coordinator and pathway lead teachers will submit pathway data and artifacts to recurring accreditation cycles in CPA, NAF, and LLA dashboards. CTE Coordinator will monitor and share with staff rate of students meeting college & career readiness "Prepared" criteria through CCI.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Job Developer will schedule regular workshops with students to offer unique, engaging career exploration through the Career Center. CTE Coordinator will expand opportunities for staff to attend various training and educational conferences. These currently include CTE-specific conferences, but will look to include trainings and conferences that focus on instructional strategies and teacher development. CTE Coordinator will develop a unified system to collect data and artifacts needed for CTE pathways to participate in accreditation cycles. CTE Coordinator will work with staff to develop, implement, and reflect on targeted interventions for students "Approaching" college & career readiness "Prepared" criteria through CCI.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Job Developer and CTE Coordinator will improve WBL accounting through regular use of paper and digital forms, then subsequent entry into Titan dashboard. Titan will allow reference to all students and their own personalized work-based learning experiences. Through project-based units of study, CTE staff will develop best practices around established culminating events, leading to annual, recurring experiences that involve pathway and linked courses, students, and industry partners. CTE Lead Teachers will regularly resource unified system to submit data and artifacts needed for accreditation cycles. CTE Coordinator and Academic Counselor will collaborate to create a master schedule that supports college & career readiness "Prepared" criteria through CCI, creating/adjusting courses offered if necessary.

Action 2 :

Dual Language Immersion Academy

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

The 70:30 Spanish DLI Academy model strives to balance classes linguistically with Spanish speakers, bilingual students, and native English speakers. Percentages of English instruction increase as students move up the grade levels. 9-12th grade students receive 30% of their instruction in Spanish and 70% in English. Teachers leverage language transfer connections, and cross-linguistic comparison and contrast opportunities to facilitate students' metalinguistic skills and awareness development. The DLI Academy makes it possible for English learners and native English speakers to become biliterate in each other's languages through a learning culture of collaboration and interdependence. The number of DLI Students taking 30% instruction in Spanish has increased by 90% for the 2024-2025 academic school year. To support meaningful learning experiences for students, the Medical Spanish Dual Enrollment Course is offered to further enhance students' bilingual skills with a focus on real-world applications in the healthcare field. This course allows students to earn college credits while learning medical terminology in Spanish, providing them with the practical language skills needed in healthcare settings. Additionally, students engage in medical simulations and build cultural competency, preparing them to effectively communicate with Spanish-speaking patients.

Tier I: Support for students who are enrolled in DLI Courses and AP Spanish Courses:
Intervention/Tutorial support through extra pay contracts for Spanish teachers to support student needs.
Pay for substitute teachers for pull-out planning days for DLI Academy and AP Spanish Planning.

Tier II: Regular meetings with McLane’s DLI Team and FUSD TSA to retain active engagement with McLane’s DLI Academy, McLane’s DLI staff, and McLane’s DLI students.

- Tier III:** DLI Coordinator- DLI Teacher- on site support
- 1-1 Student counseling re: classes, grades, attendance, credits.
 - Building connections with students
 - Constant communication with VP, Parent, DLI Teachers, and Academic Counselors.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

At McLane High School, we provide comprehensive support for **English Learner (EL) students**, including **newcomer students**, **Long-term English Learners (LTEL)**, **reclassified students**, and those in our **Dual Language Immersion (DLI) program**.

Our **DLI Academy** fosters biliteracy by offering a balanced approach to language instruction, with students receiving significant exposure to both **Spanish** and **English** across subjects. This includes targeted **Spanish instruction in AP Spanish** and additional tutorial support. Teachers use **cross-linguistic strategies** to help students transfer skills between the two languages.

For **newcomer students**, we provide **small-group instruction**, **language scaffolding**, and **social-emotional support** to ease their transition. **LTEL students** receive **small-group interventions** focused on **academic language**, **vocabulary**, and **reading comprehension**, with the use of **SDAIE strategies** and individualized progress monitoring.

Reclassified students are closely monitored for **two years** to ensure continued academic success and language proficiency. Regular checks using **i-Ready**, **SBAC**, and **grade reports** track their progress.

To engage families, we host **workshops** and **family nights**, offering resources in multiple languages to help families support their children’s language development and academic success. **Bilingual staff** ensure clear communication and support throughout the year.

These strategies are monitored through regular meetings with our **DLI Coordinator**, **EL Coordinator**, and **Instructional Leadership Team (ILT)**, using metrics like **ELPAC scores**, **i-Ready** assessments, and **academic progress** to track and adjust our approach. Through these efforts, we aim to ensure that all EL students are successful, engaged, and developing their bilingual skills.

Student Groups

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

- Hispanic (HI):**
- English Learner (EL):**
- Teacher coordinator position to serve as program lead.
 - Digital curriculum subscriptions
 - Curriculum in Spanish.
 - Conferences for students and teachers.
 - Ongoing professional development (DLI PLC on site and district level)

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

Hispanic (HI):

English Learner (EL):

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

Tutoring contracts for teachers

Transportation

Fieldtrips

Teacher prep buyout to serve as program coordinator.

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

Hispanic (HI):

English Learner (EL):

Here are the **planned action steps** to support **DLI students** at McLane High School:

1. **Provide Intervention Support:**
 - Offer **tutorial sessions** and **intervention** for DLI and AP Spanish students through **extra pay contracts** for Spanish teachers. This will help address academic challenges and provide additional language support.
2. **Collaborative Planning:**
 - Schedule **planning days** for DLI teachers, including **substitute coverage** to ensure teachers have time to develop, align, and refine curriculum and strategies specifically tailored to DLI students' needs.
3. **Monitor Student Progress:**
 - Conduct **regular meetings** with the McLane DLI team, including DLI teachers and the **FUSD TSA**, to review student performance, attendance, and engagement. This allows for ongoing adjustments to ensure that students are on track for success.
4. **Personalized Counseling:**
 - Address any concerns related to class performance, grades, attendance, and credits. Provide a space for students to voice challenges and receive academic and emotional support.
5. **Increase Communication and Engagement:**
 - Foster **consistent communication** with students, parents, teachers, academic counselors, and the **DLI Coordinator** to keep all stakeholders informed about student progress and identify additional supports or interventions if needed.

These action steps will ensure that DLI students receive the necessary resources and guidance to succeed academically and develop their language skills in both English and Spanish.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Pass rates of students in DLI courses as a key indicator of language proficiency and academic success. • SBAC scores, i-Ready assessments, and ELPAC scores for tracking language and academic performance. The Admin over DLI and DLI teachers will monitor student performance through regular data reviews and course progress to ensure students meet the necessary benchmarks for success.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Teacher observations of increased engagement and participation in both languages during class discussions and group work. • Course grades and AP Spanish exam results as indicators of academic achievement and language proficiency. • Student surveys to gauge confidence in both languages. The Admin over DLI, in collaboration with DLI teachers, will track both qualitative and quantitative data on student engagement, academic performance, and language proficiency. Regular check-ins and feedback loops will be used to adjust instructional practices as needed.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • SBAC growth in both English and Spanish language arts. • AP Spanish exam scores and Advanced Placement (AP) course pass rates. • Biliteracy Seal attainment for eligible students. • Graduation rates of DLI students compared to non-DLI students. • Post-graduation success, including college enrollment and career placement in bilingual fields. The Admin over DLI, DLI Coordinator, and DLI teachers will monitor long-term outcomes through annual academic data reviews, standardized test results, student participation in the Biliteracy Seal program, and post-graduation tracking. The team will adjust programming as needed to ensure continuous improvement and achievement.

2025-2026 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	Other Instructional Resources	Cls Sup-Sup			Folklorico/Hmong Dance Instructors	13,090.00
G2A1	Sup & Conc	Plant Maintenance & Operations	Fuel			Fuel for vans; College and Career Trips	1,000.00

\$14,090.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Suspension Rate	✓	5.57 %	10.2 %	2023-2024	9.87 %
Suspension Rate - (Hispanic)	✓		10.4 %	2023-2024	10.07 %
Suspension Rate - (Long-Term English Learner)	✓		11.5 %	2023-2024	11.17 %
Suspension Rate - (Socioeconomically Disadvantaged)	✓		10.4 %	2023-2024	10.07 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Although absenteeism has decreased, our school still has chronic absenteeism and therefore it has impacted student engagement. Identified student groups are our socioeconomically disadvantaged students, Long-Term English Learners, and our Hispanic population.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1.Socioeconomic disadvantage
- 2.High percentage of students exposed to trauma
- 3. Lack of transportation to and from school
- 4. Educational inequity due to socioeconomic factors
- 5. Generational student apathy

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Trauma-Informed Practices
- 2. Mentorship and Counseling
- 3. Safe and Supportive Environment:
- 4. Community Partnerships
- 5. Targeted Academic Support
- 6. Professional Development for Educators
- 7. Increase Parental and Family Involvement

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: PBIS and Intentional Climate-Building

Fully Implemented

McLane High School implements **PBIS** by setting clear behavioral expectations, teaching them to students, and recognizing positive behavior to foster a supportive school climate.

For **intentional climate-building**, the school integrates:

- **Restorative Practices** to repair relationships and address behavior constructively.
- **Social-Emotional Support Services** with counselors and psychologists to support student well-being.

Action 2: Intentional Climate-Building with Extra Curricular Activities

Fully Implemented

McLane High School fosters a positive school climate by using **extracurricular activities** to increase student engagement, build community, and support social-emotional growth.

- **Diverse Activity Offerings** – The school provides a range of clubs, sports, and arts programs to ensure students of all interests can participate and feel connected.
- **Leadership & Mentorship** – Programs like **Link Crew**, **ASB**, and **student clubs** empower students to take leadership roles, fostering a sense of ownership in school culture.
- **Equity & Inclusion** – Efforts are made to ensure all students, including underrepresented groups, have access to extracurricular activities. Financial support and outreach efforts help remove participation barriers.
- **School Spirit & Community Events** – Rallies, performances, and student-led initiatives strengthen school identity and encourage positive peer relationships.

Action 3: Chronic Absenteeism

Fully Implemented

McLane High School addresses **chronic absenteeism** by using a multi-tiered approach focused on early identification, intervention, and family engagement to improve student attendance.

- **Early Monitoring & Intervention** – Counselors and administrators track attendance data to identify at-risk students early and provide targeted support.
- **Family Outreach & Home Visits** – School staff communicate regularly with families to address barriers to attendance, including transportation, health concerns, or lack of engagement.
- **Student Support Programs** – Interventions such as mentorship, check-ins with trusted adults, and attendance contracts help students develop better attendance habits.

- **Positive Reinforcement** – Incentives, recognition programs, and peer accountability encourage consistent attendance.
- **Restorative Approach to Truancy** – Instead of punitive measures, the school works to understand root causes and provides personalized support to improve attendance.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: PBIS and Intentional Climate-Building

Effective

McLane High School's PBIS and intentional climate-building efforts have proven effective in fostering a positive school environment, as reflected in a decrease in suspension rates over time. By setting clear behavioral expectations, implementing restorative practices, and providing social-emotional support, the school has shifted from punitive discipline to proactive student engagement. Data shows that as students participate more in structured interventions, extracurricular activities, and peer accountability programs, disciplinary incidents have declined.

1. **Consistency in PBIS Implementation** – Are all staff consistently reinforcing expectations and using positive behavior supports? Regular training and monitoring could help ensure fidelity.
2. **Student & Family Engagement** – Are students and families actively involved in shaping school climate efforts? Increasing participation in PBIS activities and restorative practices may strengthen community buy-in.
3. **Data-Driven Adjustments** – A structured review process can ensure PBIS and climate-building efforts are responsive to emerging trends.
4. **Mental Health Accessibility** – Expanding awareness and reducing stigma around seeking help could enhance effectiveness.
5. **Equity in Discipline Practices** – Are restorative practices applied equitably across all student groups? Regular equity audits can help address any disparities.

Action 2: Intentional Climate-Building with Extra Curricular Activities

Effective

McLane High School's **intentional climate-building through extracurricular activities** has positively impacted student behavior and engagement, as evidenced by a **decline in suspension rates**. By offering a wide range of clubs, sports, and leadership opportunities, the school has created **meaningful connections** that encourage positive student interactions and a stronger sense of belonging. Increased participation in **student-led organizations, athletics, and community events** has provided students with structured, supportive environments, reducing behavioral issues and disciplinary incidents. This data reflects the success of extracurricular activities in fostering a **more inclusive, engaged, and respectful school culture**.

1. **Participation Gaps** – Are all student groups equally engaged? Tracking involvement data can help identify underrepresented students.
2. **Sustainability of Programs** – Are extracurriculars well-supported with funding, staffing, and student leadership development?
3. **Academic-Extracurricular Balance** – Do students receive support in managing academics alongside activities? Study halls or tutoring for student-athletes and club members could help.
4. **Family & Community Involvement** – Are families and local organizations engaged in extracurriculars? Strengthening partnerships can enhance support and resources.

Action 3: Chronic Absenteeism

Partially Effective

McLane High School has implemented **targeted interventions** to address **chronic absenteeism**, including early monitoring, family outreach, and student support programs. While these efforts have led to **some improvements in attendance**, data indicates that **student absenteeism remains an area of need**.

1. **Root Cause Analysis** – Are we fully understanding why students are absent (e.g., mental health, disengagement, external barriers)? More student input and surveys could help.
2. **Equity in Interventions** – Are all student subgroups receiving the necessary support? Data analysis can help address disparities.
3. **School Climate Connection** – Are students engaged in school culture? Strengthening extracurricular ties may improve attendance.
4. **Consistency in Implementation** – Are all staff aligned in attendance interventions? More training and collaboration may be needed.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will develop alternative discipline practices to address misbehaviors and suspensions. We will have a full time re-engagement teacher to address the patterns of misbehaviors. We will ensure that all re-entries and welcome meetings are completed with fidelity.

Section D: 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.

SSC:

- Parent Meetings
- Positive Phone Calls home
- Train Office on Customer Service
- Connect with students with excess absences
- Increase bi-lingual aides
- Increase targeted academic support
- Build student capacity to advocate

ELAC:

- Increase bi-lingual aides
- Increase targeted academic support
- Build student capacity to advocate
- Build teacher capacity to work with ELL's
- Increase safety on campus
- Build climate around student/staff relationships

Staff:

- Lunch/After School Detention to discourage misbehaviors
- Build teacher capacity through PL opportunities
- Provide common preps for PLCs to plan.

Action 1 :

Action 1:Decrease Chronic Absenteeism

Action Details:

The action was partially implemented- HSL was able to make home visits. RCA for attendance was also included to MTSS team to address chronic absenteeism. ParentSquare has been implemented to enhance communication between families and the school community.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

Foster a Positive School Climate:

- Create a Welcoming Environment: Ensure all students feel safe, valued, and connected to the school community. This can be achieved through relationship-building activities, student recognition programs, and fostering a supportive atmosphere in the classroom and around the school.
- Create a Climate and Culture Team Plan: The Climate and Culture Team will collaborate to develop a school-wide plan aimed at increasing both student and teacher engagement through regular check-ins, feedback loops, and

school-wide events that celebrate diversity and inclusivity in order to build a cohesive school culture where everyone feels valued and included.

- **Build Strong Relationships with Students:** Teachers and staff should focus on developing strong, supportive relationships with students. When students feel a personal connection to their teachers and peers, they are more likely to attend school regularly.
- **Celebrate Good Attendance:** Recognize and celebrate good attendance publicly, whether it's through individual shout-outs, class-wide celebrations, or announcements. This encourages students to maintain regular attendance by reinforcing the importance of being at school.

Provide Clear and Consistent Expectations:

- **Set Clear Attendance Expectations:** Make sure students and their families understand the importance of attendance and the school's expectations for consistent attendance. These expectations should be communicated clearly at the beginning of the school year and reinforced regularly.
- **Educate Students and Families About the Impact of Absenteeism:** Provide information to students and parents about how missing school impacts their learning, academic progress, and future success. This can be done through workshops, letters, or class discussions.

Offer Incentives and Recognition:

- **Incentive Programs:** Implement school-wide or classroom-based incentive programs that reward consistent attendance. These can include rewards such as certificates, special privileges, or recognition in front of peers.
- **Attendance Challenges and Competitions:** Organize friendly attendance competitions between classes or grades to encourage students to attend regularly. When students feel that their participation in something important (such as class attendance) will lead to a reward, it motivates them to come to school.

Leverage Community Partnerships:

- **Collaborate with Local Organizations:** Partner with local community organizations to provide additional support to students and families who are struggling with barriers to attendance, such as food insecurity, housing instability, or health challenges.
- **Work with Public Health Resources:** Engage with local health agencies to provide resources or address health issues that may be contributing to absenteeism.

Tier 2:

- **Site funded Clinical School Social Worker** to address psychosocial stressors impacting daily school attendance
- **Two Resource Counseling Assistant** will provide personalized support to students with attendance issues. They can conduct check-ins with students and families, identify underlying causes of absenteeism (such as emotional, social, or academic challenges), and offer interventions like counseling, mentorship, or connecting students with community resources. They can also collaborate with teachers and administrators to create targeted support plans, ensuring students stay engaged and motivated to attend school regularly.
- **Re-engagement teacher** will be reaching out to students who are frequently absent, identifying barriers to attendance, and providing targeted interventions. They can offer academic support, help students catch up on missed work, and work with families to ensure students return to school. Additionally, they can create personalized plans to re-engage students, fostering a sense of belonging and motivation to attend regularly.
- **Tier 2 Intervention Specialist** will be providing targeted support to students who are at risk of chronic absenteeism. They can work closely with these students to identify the root causes of their absences, whether academic, social, or personal. The specialist can offer individualized interventions, such as small-group academic support, mentoring, and behavioral coaching, and collaborate with families and school staff to create action plans that address attendance issues. They can also monitor progress and adjust strategies as needed to help students improve attendance and stay engaged in school.

Tier 3:

- **Home School Liaison HSL** help with absenteeism by conducting regular home visits, identifying barriers to attendance, and immediately connecting with referring staff members to address issues. They build strong relationships with families, offer resources, and encourage regular attendance by providing support and linking students to necessary school services.
- **Two Resource Counseling Assistant** will provide personalized support to students with attendance issues. They can conduct check-ins with students and families, identify underlying causes of absenteeism (such as emotional, social, or academic challenges), and offer interventions like counseling, mentorship, or connecting students with community resources. They can also collaborate with teachers and administrators to create targeted support plans, ensuring students stay engaged and motivated to attend school regularly.
- **The Admin. team** will hold meetings to address attendance issues by regularly reviewing attendance data, identifying students with frequent absences, and collaborating with staff to create individualized action plans. These meetings can involve counselors and other staff to ensure a coordinated approach, provide resources, and track progress in re-engaging students.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

To address absenteeism among English Learner (EL) students, McLane High School will implement targeted strategies that focus on re-engaging students and addressing the barriers that contribute to their absenteeism.

1. Early Identification and Targeted Support:

- The **Re-engagement Teacher** will identify students with frequent absences and provide targeted support, including catching them up on missed work and working with families to remove attendance barriers.
- **Bilingual Instructional Aides** will support EL students in content areas to ensure they feel confident and engaged, making it less likely they'll miss school due to academic struggles.

2. Family and Community Engagement:

- The **Home School Liaison (HSL)** will conduct home visits to understand why students are missing school and offer personalized support, linking families with resources that address attendance-related challenges like health or transportation issues.
- Regular communication between the **ELL Coordinator** and families will ensure they understand the importance of regular attendance and feel supported in overcoming challenges.

3. Support for Newcomers and LTELs:

- **Newcomer students** will receive extra support with language acquisition and school integration, reducing anxiety and increasing their likelihood of consistent attendance.
- **LTELs** will receive targeted interventions, addressing the academic and emotional factors that contribute to absenteeism and ensuring they stay engaged in school.

4. Monitoring and Intervention:

- Attendance data will be closely monitored by the **Admin team**, the **ELL Coordinator**, and teachers, focusing on trends and triggers for absenteeism. Regular check-ins will be scheduled to create individual action plans that help prevent further absences.

By focusing on these strategies, McLane High School will work to reduce absenteeism among EL students, ensuring they stay connected to their education and feel supported both academically and personally. re that every student has the opportunity to reach their full potential.

Student Groups

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

- Homeless (HM):
- Hispanic (HI):
- African American (AA):
- Socio-economically Disadvantaged (SED)::
- English Learner (EL):

To decrease chronic absenteeism among ALL students (sub-groups) using Title I funds, McLane High School will implement the following:

1. **Attendance Incentives:** Purchase rewards incentives to recognize and motivate students with improved attendance.
2. **After-School Support:** Fund tutoring and instructional staff to help students catch up on missed work, encouraging regular attendance.
3. **Attendance Monitoring:** Allocate funds for staff to track attendance data and conduct early interventions, including phone calls and home visits.
4. **Communication Tools:** Use ParentSquare or similar tools to improve communication with families about attendance expectations and provide resources.
5. **Support Services:** Fund the **Home School Liaison (HSL)**, **Tier II Intervention Specialist**, and **RCA** to address barriers or basic needs.

These targeted actions will help reduce absenteeism and support SED students in staying engaged and present.

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

Homeless (HM):

Hispanic (HI):

African American (AA):

Multiple Races (MR):

Socio-economically Disadvantaged (SED):

English Learner (EL):

To decrease chronic absenteeism among ALL students (sub-groups) using using 7090/7091 funds, the planned expenses to support socio-economically disadvantaged (SED) students in addressing chronic absenteeism will include:

1. **Bilingual Aides:** Hire bilingual instructional aides to provide additional support for SED students, especially EL students, to ensure they stay engaged and attend regularly.
2. **Home Visits:** Fund the **Home School Liaison (HSL)** to conduct regular home visits and engage families to remove attendance barriers.
3. **Targeted Intervention Programs:** Allocate funds for after-school tutoring or academic support programs to help students catch up on missed work due to absenteeism.
4. **Incentive Programs:** Purchase rewards incentives to recognize, motivate, and celebrate improved attendance and encourage consistent school participation.
5. **Attendance Monitoring:** Fund staff (e.g., Tier II Intervention Specialist, RCA or attendance clerks) to track absenteeism, provide interventions, and work with families to address barriers to attendance.

These actions aim to support SED students by addressing both academic and socio-economic barriers to reduce absenteeism and improve engagement.

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

Homeless (HM):

Hispanic (HI):

African American (AA):

Multiple Races (MR):

Socio-economically Disadvantaged (SED):

English Learner (EL):

To decrease chronic absenteeism among ALL students (sub-groups) using Title I funds, McLane High School will implement the following:

1. **Attendance Incentives:** Purchase rewards incentives to recognize and motivate students with improved attendance.
2. **After-School Support:** Fund tutoring and instructional staff to help students catch up on missed work, encouraging regular attendance.
3. **Attendance Monitoring:** Allocate funds for staff to track attendance data and conduct early interventions, including phone calls and home visits.
4. **Communication Tools:** Use ParentSquare or similar tools to improve communication with families about attendance expectations and provide resources.
5. **Support Services:** Fund the **Home School Liaison (HSL), Tier II Intervention Specialist, and RCA** to address barriers or basic needs.

These targeted actions will help reduce absenteeism and support SED students in staying engaged and present.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Decrease in chronic absenteeism rate monthly compared to last year. - Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher. - Outcomes monitored by Admin Team, Teachers, and SST Team.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Decrease in chronic absenteeism rate monthly compared to last year. - Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher. - Outcomes monitored by Admin Team, Teachers, and SST Team.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - Decrease in chronic absenteeism rate monthly compared to last year. - Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher. - Outcomes monitored by Admin Team, Teachers, and SST Team.

Action 2 :

Action 2:Decrease Suspension Rate

Action Details:

We will implement a Multi-Tiered System of Support to integrate research-based district adopted programs to support best practices of Response to Intervention (RTI) to decrease out-of-school suspension rates. Whenever it is safe, appropriate, and possible, responsive restorative processes will be used in lieu of suspension to support positive, ongoing relationships to interrupt incidences from escalating

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1: Prevent behavior issues from arising and provide proactive support for all students. Focus on High-quality teaching, clear expectations, and school-wide positive behavior systems.

- High Rigorous Academic Instruction
- Ongoing Behavioral Support
- Social-Emotional Supports

Tier 2: Provide additional support to students showing early signs of academic struggles, behavioral challenges, or social-emotional difficulties.

- Academic Support- Provide small-group instruction targeting students who are falling behind or struggling with specific subjects (e.g., reading, math).
- Behavioral Support- Implement check-in/check-out systems where students who are exhibiting behavioral issues check in with an adult mentor daily for goal setting, behavior tracking, and problem-solving. Provide targeted behavioral interventions for students showing consistent misbehavior, including use of behavioral contracts. Introduce small-group behavior therapy or counseling to help students develop emotional regulation and coping skills (e.g., w/ Tier 2 Intervention Specialist, RCA, REC teacher)

Tier 3: Provide intensive, individualized interventions for students with significant academic and behavioral challenges that may result in suspension if left unaddressed.

- Behavioral Support- Develop and implement Individualized Behavioral Intervention Plans (BIPs) for students with frequent disruptive behaviors. Engage in restorative practices, helping students reflect on their actions and repair harm caused to peers and the community. Offer intensive counseling services (individual therapy or group therapy) for students with underlying mental health or trauma-related issues.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

To decrease suspension rates among English Learner (EL) students, McLane High School will implement the following enhanced services:

1. **Targeted Social-Emotional Support:** Provide counseling and social-emotional support for newcomer students and LTEL students to help them navigate school culture and manage conflicts, reducing behavioral issues that lead to suspensions.
2. **Behavioral Interventions:** Use restorative practices and conflict resolution techniques, supported by bilingual aides, to address behavioral concerns early and prevent escalation.
3. **Family and Community Engagement:** Engage families through regular communication and workshops, ensuring they understand behavioral expectations and how they can support their child's success.
4. **Culturally Relevant Teaching:** Ensure that curriculum and classroom management strategies are culturally responsive, addressing the unique needs of EL students, reducing frustration, and improving engagement.

These strategies will support EL students, create a positive school climate, and help reduce suspension rates.

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

To decrease suspension rates among the targeted subgroups using Title I funds, McLane High School plans to implement the following actions:

1. **Targeted Support Programs:**
 - Provide specialized interventions for students who exhibit high-risk behaviors. This includes social-emotional learning programs and behavioral coaching aimed at addressing the root causes of disruptive behavior.
 - Implement small-group counseling and mentoring sessions to support students with behavioral challenges, including those from SWD, SED, and EL subgroups.
 - We will use A4 supports to target the suspension of African American students by implementing targeted interventions and culturally responsive strategies to address behavioral challenges and promote positive outcomes.
2. **Restorative Practices:**
 - Offer restorative practices to promote conflict resolution, addressing behavioral issues before they escalate to suspensions. This approach will be especially tailored for EL and SWD students.
3. **Professional Development:**
 - Train teachers and staff in culturally responsive teaching and classroom management strategies that support students' social-emotional development and reduce behavioral issues, with a particular focus on Hispanic, EL, and African American students.
4. **Parent and Family Engagement:**
 - Utilize Title I funds to enhance family involvement through workshops, regular communication, and targeted outreach for families of SWD, SED, EL, and African American students to ensure they understand school expectations and how to support their child's behavior at school.
5. **Academic Support:**

- Provide after-school tutoring, peer mentoring, and individualized academic interventions to help struggling students stay engaged and reduce the likelihood of suspension due to academic frustration.

These strategies aim to foster a positive school climate and reduce suspension rates by addressing the unique needs of each student subgroup.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

To decrease suspensions using 7090/7091 local funding allocation, McLane High School will implement the following strategies:

1. Behavioral Support and Interventions:

- **Restorative Practices:** Utilize the existing restorative practice counselor to facilitate restorative circles and peer mediation for students with behavioral concerns. When necessary, funds will be used to cover teacher release time so they can participate in these restorative sessions, helping to address conflicts early and prevent suspensions.

2. Targeted Academic Support:

- **After-School Programs:** Allocate funds for after-school tutoring and enrichment programs to help students stay engaged academically, preventing frustration or disengagement that could lead to behavioral issues.
- **EL and SWD Support:** Direct funds toward additional academic support for EL students and students with disabilities (SWD) to ensure they receive the tailored help they need, reducing academic struggles that may contribute to behavioral challenges.

3. Professional Development:

- **Teacher Training:** Use local funds to provide professional development opportunities for teachers, focusing on trauma-informed practices, cultural responsiveness, and effective classroom management strategies. This will equip teachers to better manage diverse classroom dynamics and reduce behaviors that lead to suspensions.

4. Family and Community Engagement:

- **Parent Workshops:** Funds will be used for workshops and family engagement events designed to educate families, particularly EL, AA, and SED families, on school behavioral expectations and strategies for supporting their children at home.
- **Bilingual Communication:** Allocate funds for resources that facilitate communication with non-English-speaking families to ensure they understand school policies and can support positive behaviors at home.

5. Support Services for At-Risk Students:

- **Home Visits:** Local funds will support home visits for students with chronic absenteeism or behavioral concerns, ensuring that families are directly engaged in efforts to reduce suspensions and improve student outcomes.

These strategies, supported by local funding, will help McLane High School address the underlying causes of suspensions, promote positive behaviors, and foster stronger family-school partnerships.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

At McLane High School, the planned actions to support the following student groups (Students with Disabilities, Socio-Economically Disadvantaged, Hispanic, English Learners, and African American students) in reducing suspensions and promoting engagement include:

- 1. **Restorative Practices:**
 - Utilize the existing restorative practice counselor to implement restorative circles, peer mediation, and conflict resolution for students at risk of suspension. Funds will be used for teacher release time to participate in these sessions, fostering positive relationships and resolving conflicts early.
- 2. **Targeted Academic and Behavioral Support:**
 - Provide tailored academic support for English Learners (EL), Students with Disabilities (SWD), and socio-economically disadvantaged students through after-school tutoring programs and additional classroom resources. These supports will help students stay engaged and succeed academically, reducing frustration and potential behavior issues.
 - Use support staff to monitor and assist students with behavior challenges, offering interventions to prevent escalation.
- 3. **Professional Development for Staff:**
 - Invest in ongoing professional development opportunities for teachers, focusing on trauma-informed practices, cultural competency, and strategies to effectively manage diverse classrooms. This will help teachers develop skills to prevent behavioral issues that could lead to suspensions.
- 4. **Family and Community Engagement:**
 - Increase family engagement through regular communication and workshops focused on behavioral expectations and school policies. These workshops will educate families, particularly those of EL, African American, and socio-economically disadvantaged students, on how to support their child's success and prevent behaviors that may result in suspensions.
 - Conduct home visits for students with chronic absenteeism or behavior concerns, ensuring parents are directly involved in supporting their child's progress.
- 5. **Culturally Responsive Support:**
 - Incorporate culturally relevant teaching practices and create a safe, inclusive environment for Hispanic, African American, and other marginalized groups. Culturally responsive strategies will help students feel valued and understood, reducing frustration and the likelihood of disruptive behavior.

These actions will be monitored through student attendance, behavior data, and academic progress. The administrative team, counselors, and support staff will regularly review these metrics to adjust strategies and ensure that the needs of all students are being met effectively.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Suspension Data: Suspension rates will be tracked monthly to monitor trends and identify specific areas of improvement. • Behavioral Referrals: Data on student behavior referrals and incidents will be reviewed to ensure that restorative practices are being effectively implemented. • Teacher Feedback: Teachers will provide feedback through surveys on the effectiveness of the new strategies and interventions in reducing behavioral incidents. Who Will Monitor These Outcomes: • Admin Team: Regularly reviewing suspension data, ensuring that interventions are being implemented, and adjusting strategies as needed. • COST Team (e.g., Counselors, Re-engagement Teacher): Monitoring progress with students at risk of suspension, tracking behavior improvement, and providing ongoing support. • Teachers: Reporting changes in classroom behavior and utilizing new strategies to engage students and prevent misconduct.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Suspension Data: Monitor the frequency of suspensions, particularly repeat suspensions, to track progress. Compare suspension rates for students who have participated in restorative programs to those who have not. • Behavioral Referrals: Track the number of referrals for disruptive behavior or other infractions, identifying students who are improving versus those who need additional support. • Student Surveys/Feedback: Collect feedback from students on their experiences with restorative practices and behavior interventions to gauge whether they feel more supported in managing their behavior. Who Will Monitor These Outcomes: • Admin Team: Regularly review suspension and behavior referral data to assess the effectiveness of interventions and make adjustments as necessary. • COST Team (e.g., Re-engagement Teacher, Counselors): Track individual student progress, monitor the implementation of behavior contracts, and provide regular check-ins to ensure that students stay on track. • Teachers: Observe and report any changes in student behavior, engagement, and participation in the classroom, and provide feedback on the effectiveness of behavioral interventions.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Suspension Data: Track overall suspension rates by month and compare trends over the year, focusing on reductions in repeat suspensions and overall incidents. • COST Team: Measure the number and severity of behavior referrals to assess the effectiveness of interventions and whether alternative strategies are reducing the need for suspensions. • Student and Teacher Feedback: Gather feedback from students (via surveys or focus groups) and teachers (via meetings or surveys) on their perceptions of the school climate, the effectiveness of restorative practices, and the impact of behavior interventions. Who Will Monitor These Outcomes: • Admin Team: Will oversee suspension and behavior data, regularly analyzing trends and making adjustments to the school's disciplinary approaches as needed. • COST Team (Re-engagement Teacher, Counselors, and Tier II Intervention Specialist): Will track individual student progress and provide support as needed to ensure that students are staying on track with behavior improvement goals. • Teachers: Will provide consistent feedback on student behavior in the classroom, noting improvements or setbacks in response to implemented strategies, and adjusting classroom management techniques as necessary.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0335 McLane High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Student conflict mediation, support of education goals, home visits.	76,538.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics, Banners, posters, etc., to promote student events and involvement.	5,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Student conflict mediation, support of education goals, home visits.	76,390.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Tier II Intervention	1.0000	Tier 2: Provide additional support to students showing early signs of academic struggles, behavioral challenges, or social-emotional difficulties. Academic Support- Provide small-group instruction targeting students who are falling behind or struggling with specific subjects (e.g., reading, math). Behavioral Support- Implement check-in/check-out systems where students who are exhibiting behavioral issues check in with an adult mentor daily for goal setting, behavior tracking, and problem-solving. Provide targeted behavioral interventions for students showing consistent misbehavior, including use of behavioral contracts. Introduce small-group behavior therapy or counseling to help students develop emotional regulation and coping skills (e.g., w/ Tier 2 Intervention Specialist, RCA, REC teacher)	90,694.00
G3A1	Sup & Conc	Security	Cls Sup-Ovr			Safety Overtime	10,350.00

\$258,972.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	83.5 %	81 %	2024-2025	82.1 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

N/A

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

N/A

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

N/A

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Retention and Recruitment of Highly qualified staff

N/A

Not Implemented

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Retention and Recruitment of Highly qualified staff	Ineffective
N/A	

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

After conducting a needs assessment and receiving educational partner feedback, it was decided that professional learning will be integrated within Goals 1 & 3. As a result, there will be no action connected to Goal 4 for the 2025/26 SPSA

Section D: 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.

SSC:	ELAC:	Staff:
N/A	N/A	N/A

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	85.2 %	85.1 %	2024-2025	86.2 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

We have had a challenge getting parents to complete emergency cards and maintain updated emergency contact information as well as attend events on campus or come to meetings to support their student's achievement.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Not all parents have phones/technology to communicate with the school.
- Not all parents feel comfortable coming to the school campus.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Incentives for parents to attend school events
- Increase positive contacts home

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Parent Engagement in Academics/Activity Opportunities

Fully Implemented

This action was fully implemented. We saw improvement in parent participation in ELAC, assemblies and community events. We still want to continue to build relationships with parents and create more opportunities for family/community engagement.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Parent Engagement in Academics/Activity Opportunities

Ineffective

The Fall Climate & Culture family survey shows that not all parents feel engaged. We have multiple opportunities for parents to be engaged on campus and have seen an increase in parent participation. We expect to see a favorable increase next year.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will strengthen our efforts to increase parent participation by providing more incentives for our parents to attend our meetings. We will provide training to our HSL and Office Assistant in strategies on parent outreach.

Section D: 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.

SSC:

- Parent Meetings
- Positive Phone Calls home
- Train Office on Customer Service
- Connect with students with excess absences

ELAC:

- Parent Meetings
- Positive Phone Calls home Train
- Office on Customer Service
- Connect with students with excess absences

Staff:

- Tangible give aways/raffles such as food or clothing
- Events with parents such as breakfasts, paint nights or parties
- Increase communication with parents through contact and Parent Square

Action 1 :

Parent Engagement in Academics/Activity Opportunities

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

To increase inclusive opportunities for families to engage in their students' education at McLane, we will implement the following strategies:

1. **Parent Workshops (Coffee Hour):** Hold regular workshops during "Coffee Hour" sessions where parents can meet with staff and administrators to discuss topics such as academic support, mental health, student resources, and how they can assist their children at home. These informal meetings help build trust and promote open communication.
2. **Family Nights:** Host family nights focused on engaging activities such as cultural celebrations, academic workshops, or community-building events. These events can be designed to involve both students and families, fostering a sense of belonging and participation in the school community.
3. **Back-to-School Night:** Offer an inclusive back-to-school night where parents can meet their child's teachers, understand the curriculum, and learn about school resources. Bilingual interpreters can be available for non-English-speaking families to ensure accessibility.
4. **Open House:** We will also use Open House events as a platform to engage parents, providing them with opportunities to meet teachers, learn about school programs, and foster stronger connections between families and the school community.
5. **Family Celebrations:** Organize cultural or academic celebrations where families are invited to join in celebrating student achievements, showcasing their talents, or enjoying performances. These events allow families to feel more connected to the school environment.
6. **Resource Fairs:** Provide a Resource Fair where families can learn about available community support, academic programs, mental health services, after-school activities, and other student resources. This could be held in collaboration with local organizations, providing families with practical tools to support their students.
7. **Parent-Teacher Conferences:** Increase the availability and flexibility of parent-teacher conferences by offering virtual options and extended hours, ensuring all parents have access to discuss their children's progress.
8. **Bilingual Communication:** Ensure that all communication with families is bilingual (when necessary), including school newsletters, event invitations, and updates, to better serve our English Learner families and ensure they feel welcomed and included.
9. **Parent Engagement Passport:** Parents would receive a "passport" at the beginning of the school year, which they can have stamped at each event they attend, such as Parent Workshops, Coffee Hours, Family Nights, Back-to-School Night, and Family Celebrations. Completing the passport could earn them rewards like gift cards, recognition at school events, or exclusive access to special activities, fostering a sense of accomplishment and connection.
10. **Regional Parent Engagement:** We will promote regional parent engagement opportunities to actively involve families in the educational process and strengthen partnerships that support student success.

By offering these inclusive opportunities, McLane will create a more welcoming and participatory school culture, ensuring all families are engaged and feel valued in their students' educational journey.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

At McLane High School, we will engage families of English Learner (EL) students by offering targeted workshops, bilingual support, and regular communication to ensure they are informed and involved in their child's education. We will host family nights focused on EL needs, provide tutoring and academic support for newcomer ELs, LTELs, and reclassified students, and hold dedicated parent-teacher conferences to address student progress and academic goals. The ELL Coordinator and staff will monitor progress using data points like SBAC scores, i-Ready results, ELPAC scores, and attendance, providing regular feedback to families. Specialized interventions will support LTELs, and families will be actively involved in the reclassification process. By fostering strong partnerships with families, we aim to improve student outcomes and ensure every EL student receives the support they need to succeed.

Student Groups

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

Foster Youth (FY):

Students with Disabilities (SWD):

English Learner (EL):

African American (AA):

Using Title I funds, McLane High School will implement strategies that benefit all subgroups to increase inclusive opportunities for families to engage in their students' education. This will include:

- 1. **Family Engagement Workshops and Resources:** Host workshops designed to help all families understand school processes, academic expectations, and how to support their children's success at home. These workshops will be tailored to the specific needs of each subgroup, address specific parent concerns, and will include multilingual support where needed.
- 2. **Hire a Tier II Intervention Specialist:** Employ a Tier II Intervention Specialist to work directly with students and their families to address academic, attendance, behavioral challenges. The Intervention Specialist will also collaborate with families to develop targeted support plans and ensure that all families are informed and engaged in their child's educational progress.
- 3. **Cultural and Community Events:** Organize school-wide family events, such as cultural celebrations, back-to-school nights, and family nights, to encourage participation from all families and celebrate the diverse community at McLane High. These events will offer opportunities for families to learn more about school programs, engage with staff, and build relationships with other families.
- 4. **Increased Communication:** Use Title I funds to ensure regular communication with families about their child's progress, school events, and available resources. This will include phone calls, newsletters, and bilingual support to ensure all families can stay informed and involved.
- 5. Funding of Hmong and Spanish Home School Liaison.

These strategies aim to create a more inclusive, supportive environment where all families are actively engaged in their children's education, helping to strengthen the school community and improve student outcomes.

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

Foster Youth (FY):

Students with Disabilities (SWD):

English Learner (EL):

African American (AA):

To support all subgroups mentioned above and increase opportunities for families to engage in their students' education using **7090/7091 funds**, McLane High School will implement the following strategies:

- 1. **Targeted Academic Support:** Provide small-group or one-on-one tutoring, academic mentoring, and specialized resources to meet the diverse needs of students.
- 2. **Counseling and Social-Emotional Support:** Offer mental health counseling and social skills programs to address emotional and psychological barriers affecting attendance and engagement.
- 3. **Professional Development:** Train teachers on culturally responsive teaching, effective language instruction, and strategies for supporting students with disabilities.
- 4. **Family Engagement:** Organize workshops, community nights, and multilingual communication to help families support their children's education and stay informed.
- 5. **Mentorship Programs:** Connect students with mentors for academic, social, and personal support.
- 6. **Incentive Programs:** Recognize student achievements to encourage academic performance and participation.
- 7. **Culturally Relevant Events:** Host family nights and cultural celebrations to foster inclusivity and strengthen community ties.
- 8. **Additional Resources:** Partner with local organizations to address non-academic barriers (e.g. food insecurity, housing instability).

These combined strategies will help improve academic outcomes and foster greater engagement among students and their families.

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

Foster Youth (FY):

Students with Disabilities (SWD):

English Learner (EL):

African American (AA):

English Learner (EL):

To increase inclusive opportunities for families to engage in their students' education, McLane High School will take the following actions:

1. **Host Family Engagement Events:** Organize regular events such as Coffee Hours, Family Nights, and Back-to-School Nights to provide families with opportunities to engage with staff, ask questions, and stay informed about academic expectations and resources.
2. **Provide Multilingual Resources:** Ensure that communication with families, including newsletters, event flyers, and parent meetings, is available in multiple languages to accommodate our diverse student population.
3. **Incentivize Participation:** Introduce a parent "passport" program where families can earn stamps for attending events, with rewards for consistent participation. This will encourage regular attendance and foster a sense of involvement.
4. **Workshops for Families:** Offer workshops on topics such as academic support strategies, college readiness, and understanding the school system to empower families to better support their students.
5. **Develop Strong Communication Channels:** Use platforms like ParentSquare to ensure families stay connected with the school. This tool will facilitate communication about important school updates, student progress, and ways parents can support their children.
6. **Collaborate with Community Organizations:** Partner with local agencies to provide additional resources to families, such as food programs, mental health services, or housing support.

These actions will help build a stronger partnership between the school and families, ensuring that all students have the support they need for academic success.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We will see an increase in attendance at the Title I Parent Meeting/Back to School Night and at Parent Conferences.

Outcomes measured by attendance rosters. There will be a 10% increase in attendance as compared to last year. \

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We will see an increase from the Fall Climate & Culture survey to the Spring survey.

Outcomes measured by family engagement domain. There will be an increase of 2%favorable.

Outcomes monitored by Principal, VP, and teachers.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We will see an increase in the Fall Climate &Culture family survey from last year to this year.

Outcomes measured by family engagement domain. There will be an increase of 4% favorable.

Outcomes monitored by Principal, VP, and teachers.

2025-2026 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, Home/School Hmong	0.7500	Title 1 funded HSL cannot use for mandatory items **Cannot be used for translation of mandatory items (i.e. IEP's, ELAC)** Support with attendance Tiers 1, 2, and 3	66,156.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Title 1 funded HSL cannot use for mandatory items **Cannot be used for translation of mandatory items (i.e., IEP's, ELAC)** Support with attendance Tiers 1, 2, and 3	80,874.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Materials	3,500.00
G5A1	Sup & Conc	Parent Participation	Communicatio			Communication services and goals to support parent participation.	5,000.00

\$156,530.00

2025-2026 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	Teacher-Supp			Teachers supplemental contracts Goals 1 - 5 (no IEP's)	4,904.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts academic performance at challenging levels and to increase student engagement. Goals 1-5.	22,674.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies **No Food/No incentives**	4,511.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			local mileage for HSL	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	APIC at McLane	65,317.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes.	5,964.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts academic performance at challenging levels and to increase student engagement Goals 1 - 5.	63,146.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books, Subscriptions to support Instructional needs, social emotional needs of students. All Goals 1 - 5.	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials, Supplies, Incentives to support academic performance, and site safety	168,445.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology, equipment, and trailer/transport.	20,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			College Trips: -Transportation to support academic success. A-G Completion and Career Readiness.	25,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair and maintenance,	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Motivational guest speakers.	40,000.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2500	EL support	44,570.00
G1A3	Sup & Conc	Instruction	Travel			Travel expenses, registration, etc., to support professional development and student engagement as addressed in Goals 1-5.	19,102.00
G1A3	Sup & Conc	Instruction	Direct-Food			Food services and supplies to support instructional activities to increase and maintain Goals 1-5 efforts.	8,000.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7500	EL support	133,710.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher supplement pay to support EL Achievement and ELPAC accessors.	15,906.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Instructional materials/supplies and professional learning to support EL students	1,000.00
G1A3	LCFF: EL	Instruction	Copier Maint			Copier lease/Maintenance EL Support	1,000.00
G2A1	Sup & Conc	Other Instructional Resources	Cls Sup-Sup			Folklorico/Hmong Dance Instructors	13,090.00
G2A1	Sup & Conc	Plant Maintenance & Operations	Fuel			Fuel for vans; College and Career Trips	1,000.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Student conflict mediation, support of education goals, home visits.	76,538.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics, Banners, posters, etc., to promote student events and involvement.	5,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Student conflict mediation, support of education goals, home visits.	76,390.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg		1.0000		

G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Tier II Intervention	1.0000	Tier 2: Provide additional support to students showing early signs of academic struggles, behavioral challenges, or social-emotional difficulties. Academic Support- Provide small-group instruction targeting students who are falling behind or struggling with specific subjects (e.g., reading, math). Behavioral Support- Implement check-in/check-out systems where students who are exhibiting behavioral issues check in with an adult mentor daily for goal setting, behavior tracking, and problem-solving. Provide targeted behavioral interventions for students showing consistent misbehavior, including use of behavioral contracts. Introduce small-group behavior therapy or counseling to help students develop emotional regulation and coping skills (e.g., w/ Tier 2 Intervention Specialist, RCA, REC teacher)	90,694.00
G3A1	Sup & Conc	Security	Cls Sup-Ovr			Safety Overtime	10,350.00
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, Home/School Hmong	0.7500	Title 1 funded HSL cannot use for mandatory items **Cannot be used for translation of mandatory items (i.e. IEP's, ELAC)** Support with attendance Tiers 1, 2, and 3	66,156.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Title 1 funded HSL cannot use for mandatory items **Cannot be used for translation of mandatory items (i.e., IEP's, ELAC)***. Support with attendance Tiers 1, 2, and 3	80,874.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Materials	3,500.00
G5A1	Sup & Conc	Parent Participation	Communicatio			Communication services and goals to support parent participation.	5,000.00
							\$1,083,841.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$257,657.00
Sup & Conc	7090	\$674,568.00
LCFF: EL	7091	\$151,616.00
Grand Total		\$1,083,841.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$654,249.00
G2 - Expand student-centered and real-world learning experiences	\$14,090.00
G3 - Increase student engagement in their school and community	\$258,972.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$156,530.00
Grand Total	\$1,083,841.00