McLane High

10621661034214

Principal's Name: Brian Wulf

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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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 and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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 - Samantha Aranda					X
3. Robert Hayes		X			
4. Andrew Orelup		X			
5. Alyssa Mata			X		
6. Elizabeth Naomi Hernandez de Santiago				X	
7. Rosemary Hidalgo-Soto				X	
8. Byanca Leyva		X			
9. Kiara Cabello Garcia					X
10. Valeria Gonzalez Pimentel					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**		3/11/26
SSC Chairperson	**Samantha Aranda**		3/11/26

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

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

FY 2026/27

McLane - 0335

ON-SITE ALLOCATION

3010	Title I	$256,627 *
7090	LCFF Supplemental & Concentration	$603,777
7091	LCFF for English Learners	$148,596
	TOTAL 2026/27 ON-SITE ALLOCATION	**$1,009,000**

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	$67,636
Program Budget	$188,991
Total Title I Allocation	$256,627

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

McLane High 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		4.2 %	2025-2026	**5.3 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		100 %	2025-2026	**100 %**
Goal 1	CCI - percentage of students who are Prepared (ALL)	42.1 %	49.2 %	2024-2025	**52.7 %**
Goal 1	CCI - Percentage of students who completed A-G (ALL)		49.2 %	2024-2025	**51.2 %**
Goal 1	ELPAC - percentage of students who scored 4		12.6 %	2024-2025	**13.7 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)	65 %	46.4 %	2024-2025	**47.5 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	65 %	53 %	2024-2025	**54.1 %**
Goal 1	Graduation Rate (ALL)	87 %	91.5 %	2024-2025	**92.6 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		37.8 %	2025-2026	**38.9 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		48.3 %	2025-2026	**49.4 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		0 %	2025-2026	**1.1 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		0 %	2025-2026	**1.1 %**
Goal 1	Passed all semester 1 courses with C- grade or better (ALL)		47.5 %	2025-2026	**48.6 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	-23.6 pts	8.5 pts	2024-2025	**23.5 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		55.4 %	2024-2025	**60.4 %**
Goal 1	SBAC Math - Average distance from standard (ALL)	-144.5 pts	-151.5 pts	2024-2025	**-136.5 pts**
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)	-228.6 pts	-241 pts	2024-2025	**-226 pts**

Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		6.4 %	2024-2025	**11.4 %** ↑
Goal 2	Chronic Absenteeism (ALL) Semester 1		24.8 %	2025-2026	**24.2 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	86.2 %	95 %	2025-2026	**96.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	82.1 %	89 %	2025-2026	**90.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		81 %	2025-2026	**83 %** ↑
Goal 2	Suspension Rate - (African American)		24.2 %	2024-2025	**23.87 %** ↓
Goal 2	Suspension Rate - (Foster Youth)		20.5 %	2024-2025	**20.17 %** ↓
Goal 2	Suspension Rate - (Students w/ Disabilities)		11.6 %	2024-2025	**11.27 %** ↓
Goal 2	Suspension Rate - (Two or More Races)		14.7 %	2024-2025	**14.37 %** ↓
Goal 2	Suspension Rate (ALL) Semester 1	9.87 %	2.2 %	2025-2026	**1.87 %** ↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

While SBAC ELA proficiency has improved (55.4%), literacy growth and language development systems are not yet producing consistent acceleration for English Learners and students performing below grade level, as evidenced by low ELPI growth (46.4%) and very low i-Ready ELA proficiency (4.2%).

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

Mathematics achievement and growth remain significantly below target, particularly for Students with Disabilities and students performing below grade level, as evidenced by SBAC Math Distance from Standard (-151.5), SWD Distance (-241), and minimal i-Ready math growth (1.1%).

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

Chronic absenteeism remains elevated at 24.8%, and suspension rates—while reduced overall (1.87%)—continue to disproportionately impact African American students (23.87%), Foster Youth (20.17%), and Students with Disabilities (11.27%), limiting equitable access to instruction and academic growth.

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

1. **Inconsistent implementation of Tier I instruction aligned with Good First Instruction (GFI).**
2. **Limited systematic use of data to monitor student progress and inform instructional adjustments.**
3. **A significant gap between Tier I instruction and Tier II/III interventions.**

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

1. **Inconsistent implementation of Tier I instruction aligned with Good First Instruction (GFI).**
2. **Limited systematic use of data to monitor student progress and inform instructional adjustments.**
3. **A significant gap between Tier I instruction and Tier II/III interventions.**

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

1. **Gaps in culturally responsive and inclusive classroom practices.**
2. **Chronic absenteeism reducing consistent access to instruction.**
3. **Inconsistent implementation of restorative practices and positive behavior supports across classrooms.**
4. **Limited early identification and intervention for students with attendance and behavior concerns.**
5. **Limited student engagement and sense of belonging for historically underserved student groups.**

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.

- Schoolwide integrated ELD framework embedded in all content areas.
- Structured PLC literacy data cycles aligned to SBAC, i-Ready, and ELPI.
- Professional learning on complex text instruction, writing across disciplines, and scaffolds for EL/LTEL students.
- Targeted literacy intervention for students significantly below standard.

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.

- Targeted math instructional coaching focused on productive struggle and discourse.
- Common formative assessment cycles (IABs, i-Ready) embedded in PLCs.
- Increased collaboration between math, Special Education, and EL teams.
- Tier 2 math intervention and acceleration blocks for students far below standard.

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.

- Tiered attendance and behavior response system with clear intervention triggers.
- Attendance mentoring and case management for high-risk students.
- Professional learning on restorative practices and culturally responsive classroom management.
- Integration of attendance and discipline monitoring into ILT and MTSS structures.
- Strengthened family outreach systems tied to chronic absence and discipline thresholds.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Students Meeting or Exceeding Standards in English

Fully Implemented

ELA instructional strategies, PLC collaboration structures, and literacy-focused supports were implemented with fidelity across departments. Evidence includes SBAC ELA proficiency exceeding target (55.4%), improved course pass rates, and strong graduation outcomes. Professional learning, formative assessment use, and writing integration appear consistently implemented schoolwide. While subgroup acceleration remains an area for refinement, the core action was implemented as designed.

Students Meeting or Exceeding Standards in Math

Partially Implemented

Math PLC structures and assessment tools were in place; however, implementation of rigorous Tier 1 instructional strategies and systematic formative assessment cycles lacked consistency. Minimal i-Ready growth (1.1%) and significant SBAC Distance from Standard gaps indicate that while structures existed, depth of instructional shifts and differentiation practices were uneven. Greater coherence and monitoring are needed.

English Language Learners Support Services

Fully Implemented

Designated ELD services and supports were provided, and progress monitoring occurred; however, integrated ELD practices across content areas will continue to improve. ELD growth (46.4%) did not meet target, indicating that while services were operational, systemwide alignment and acceleration strategies require strengthening.

CTE/Linked Learning Enrollment

Fully Implemented

CTE pathways and Linked Learning enrollment structures were implemented as planned, contributing to improved CCI Prepared rates (49.2%) and strong graduation outcomes (91.5%). Students had access to pathway courses, and enrollment processes were operational and aligned to college and career readiness metrics.

Dual Language Immersion Academy

Fully Implemented

The Dual Language Immersion Academy operated according to program design, maintaining instructional fidelity and bilingual programming structures. While ELPI systemwide growth did not meet target, the DLI model itself was implemented as intended with appropriate staffing and course sequencing.

Action 1:Decrease Chronic Absenteeism

Partially Implemented

Attendance monitoring systems and outreach efforts were in place; however, tiered intervention triggers and systematic case management lacked full implementation. Chronic absenteeism remains elevated (24.8%), indicating that while strategies were attempted, consistent early intervention and MTSS integration require strengthening.

Action 2:Decrease Suspension Rate

Fully Implemented

Restorative practices, PBIS systems, and administrative monitoring were implemented with consistency. Overall suspension rates decreased significantly to 1.87%, well below target. Although subgroup disproportionality persists, overall implementation of the action plan was strong and consistent.

Parent Engagement in Academics/Activity Opportunities

Fully Implemented

Family engagement initiatives were effectively executed, as evidenced by high favorable ratings on the Family Climate Survey (96.1%). Communication systems, event participation, and outreach opportunities were implemented consistently and contributed to strong stakeholder engagement outcomes.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Students Meeting or Exceeding Standards in English

Effective

SBAC ELA Meets/Exceeds is **55.4%**, exceeding the target of 60.4% projected growth trajectory and showing strong improvement. Graduation rate (91.5%) and improved course pass rates (48.6%) further indicate strengthened literacy outcomes. However, low i-Ready ELA proficiency (4.2%) and ELPI growth (46.4%) suggest subgroup acceleration remains an area for refinement, but overall performance met expected outcomes.

Students Meeting or Exceeding Standards in Math

Ineffective

SBAC Math Distance from Standard remains significantly below target (-151.5 vs. -136.5), and proficiency (6.4%) is substantially low. Students with Disabilities show widened gaps (-241 vs. -226 target). i-Ready math growth remains minimal (1.1%). Current actions did not produce the expected acceleration in mathematics achievement.

English Language Learners Support Services

Effective

Growth for All EL students is **46.4%**, below the 65% target, while LTEL growth (53%) shows moderate improvement but still below target. ELPAC Level 4 attainment (12.6%) shows incremental gains. Services are yielding some growth.

CTE/Linked Learning Enrollment

Effective

CCI Prepared is **49.2%**, progressing toward the 52.7% target, and A-G completion is 49.2% trending upward. Increased graduation rate (91.5%) suggests expanded college and career readiness pathways are positively impacting outcomes. Enrollment expansion is contributing to improved preparedness metrics.

Dual Language Immersion Academy

Effective

Coure progression has improved with more relevant course offerings, student enrollment has increased and students continue to

Action 1:Decrease Chronic Absenteeism

Effective

Chronic absenteeism is **24.8%**, with slight improvement to 24.2% semester trend. While climate survey results are strong (Student Wellness 83%, Family Engagement 96.1%), attendance reduction has been modest and remains high. Systems show early impact but not yet at target reduction levels.

Action 2:Decrease Suspension Rate

Effective

Overall suspension rate decreased to **1.87%**, significantly below target (9.87%). Subgroup rates show slight improvement (African American 23.87%, Foster Youth 20.17%, SWD 11.27%). While disproportionality remains, overall suspension reduction goals were achieved.

Parent Engagement in Academics/Activity Opportunities

Effective

Family survey favorable rating is **96.1%**, exceeding the 86.2% target. Strong climate results across staff and student domains indicate high stakeholder engagement and positive school culture. Parent engagement strategies are meeting or exceeding expectations.

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.

Based on the analysis of academic, English Learner, attendance, and discipline data, McLane High School will implement a unified, equity-centered improvement strategy focused on strengthening Tier 1 instruction, accelerating mathematics achievement, improving English Learner progress, and formalizing early intervention systems that remove barriers to learning. While ELA proficiency exceeded targets, math growth, ELPI rates, and chronic absenteeism require intensified action; therefore, the school will strengthen grade-level rigor, academic language development, and structured PLC data cycles aligned to IAB, i-Ready, and SBAC assessments, while expanding collaboration between general education, Special Education, and EL staff to ensure embedded differentiation. An integrated ELD framework with quarterly ELPI monitoring and targeted LTEL supports will improve language acquisition and access to A-G pathways. Additionally, a formal Early Warning System integrating gradebook reviews, attendance triggers, and behavior data into MTSS structures will provide timely, tiered interventions and sustained restorative practices to reduce absenteeism and disproportionality. Resources will be strategically aligned to mathematics acceleration, EL supports, and coordinated attendance and engagement systems to ensure measurable growth for all students, particularly those historically underserved.

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:

SSC members acknowledged the strong ELA performance and improved graduation and suspension rates, while expressing concern about mathematics proficiency, ELPI growth, and chronic absenteeism. The council supported prioritizing math instructional coaching, structured PLC data cycles, and a formal Early Warning System integrating attendance and grade monitoring. SSC emphasized maintaining funding for intervention supports and ensuring resources are directed toward students performing below standard, English Learners, and Students with Disabilities.

ELAC members expressed concern regarding growth not meeting targets and discussed the need for stronger academic language development across all content areas. Parents recommended increased communication regarding student progress toward reclassification, expanded tutoring and intervention opportunities for Long-Term English Learners, and additional workshops to support families in understanding A-G requirements and graduation pathways. ELAC supported the implementation of an integrated ELD framework and more frequent monitoring of EL progress data.

Staff feedback focused on the need for consistent Tier 1 instructional expectations, particularly in mathematics, and structured PLC time dedicated to formative assessment analysis. Teachers requested additional collaboration between general education, Special Education, and EL staff to strengthen differentiation practices. Staff also supported implementing a clearer Early Warning System for attendance and course failure and continuing restorative practices training to sustain improvements in school climate while addressing subgroup discipline gaps.

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Students Meeting or Exceeding Standards in English

Action Details

Literacy Intervention

McLane High School will ensure that all students receive high-quality instruction through the implementation of a comprehensive 9th–12th grade English Language Arts program that emphasizes reading comprehension, analytical writing, academic discourse, and critical thinking aligned to state standards. Instruction will focus on engaging students with complex texts, strengthening evidence-based writing, and developing academic vocabulary through rigorous and culturally relevant curriculum. Professional Learning Communities (PLCs) will utilize the core ELA curriculum and common formative assessments to collaboratively analyze student work, monitor progress, and implement a schoolwide Multi-Tiered System of Supports (MTSS) to provide targeted interventions and enrichment opportunities. Through these practices, McLane High School will work to ensure students build strong literacy skills and demonstrate mastery of grade-level standards.

Goal: By June 2027, McLane High School will decrease the distance from meeting standards in ELA from +8.5 to – +23.5 as measured by the Smarter Balanced Summative Assessment (SBAC).

We will accomplish this by:

1. Prioritizing Good First Instruction (GFI) as the foundation for all English classes. GFI ensures that all students receive high-quality, rigorous instruction from the outset.

2. Using professional development to build teacher capacity and ensure that all teachers have the skills and knowledge necessary to deliver rigorous, standards-aligned instruction. Based on classroom observation trends, student achievement data, and ongoing instructional monitoring, we will invest in sustained, job-embedded professional development to strengthen instructional practices and improve student outcomes in English classes.

3.Recognizing that strong teacher collaboration directly impacts student achievement. Analysis of site assessment data, classroom walkthrough trends, and common assessment results indicates the need for consistent instructional rigor, alignment of expectations, and shared ownership of student outcomes. To address this, we will intentionally build structured systems for collaboration that are focused on improving instructional practice and accelerating student growth in English classes.

4.Systematically monitoring the effectiveness of our instructional initiatives to ensure measurable progress toward site goals. Student growth will be tracked through multiple data sources, including common formative assessments, benchmark exams, writing samples, and indicators of student engagement such as participation rates and assignment completion. These data points will provide ongoing insight into both academic performance and instructional impact.

5.Identifying and Supporting Advanced Students (Rising Scholar Program)

Direct Instructional Services

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 EL coordinator and 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 (LTEL) students, and students who have been reclassified.

McLane High School is committed to supporting the academic success of English learner students through targeted interventions and resources that address their diverse needs. When possible, the site works to reduce class sizes in pivotal courses that significantly impact literacy and language development. These efforts are supported by an on-site English Learner (EL) Coordinator who works closely with teachers, academic counselors, students, and families to ensure services align with the district's English Learner Master Plan and that students are placed in courses that support both language development and academic success.

McLane also prioritizes building teacher capacity by ensuring staff participate in professional learning opportunities provided through the district's English Learner Services department. These trainings focus on strategies for language acquisition, scaffolding instruction, and supporting multilingual learners across content areas.

Additionally, bilingual instructional aides are strategically assigned across the campus to support language development.

1. Provide targeted academic support for ALL EL students
2. Provide targeted support for Newcomer Students
   - Peer Mentorship
   - Orientation and Academic Support
3. Provide Interventions for Long-Term English Learners
4. Focused Language and Literacy Development
   - LTELs are placed in a targeted English class (LIF)
   - LTELs are encouraged to attend after-school programs

Provide Support for Reclassified EL students:

- Reclassification Monitoring
- Enrichment and Advanced Support

Student Groups

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

African American (AA): Step-Up Program

Students with Disabilities (SWD): Designated supports with Co-Teachers, Paraprofessionals and Special Day Classes. Tutoring and intervention services available as a school day extension.

English Learner (EL):

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.
- Bilingual Aides: 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?

African American (AA):

Students with Disabilities (SWD): Designated supports with Co-Teachers, Paraprofessionals and Special Day Classes. Tutoring and intervention services available as a school day extension.

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

With 7090 o

English Learner (EL):

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.
- College Preparatory course, college campus visitations and guest speakers/professional learning support to promote post secondary success and Goal 4 Life Skills.
- Mentorship & Academic Guidance: Provide structured mentoring, academic coaching, and goal-setting support to help students successfully navigate rigorous academic pathways.

- College Preparatory Support: Support enrollment in College Prep courses, Advanced Placement (AP), and Dual Enrollment (DE) opportunities through individualized academic counseling and strategic course scheduling.
- Individualized Counseling: Provide targeted counseling services to guide students in academic planning, college readiness, and postsecondary pathway exploration.
- Leadership & Academic Enrichment: Offer leadership development opportunities, peer mentoring, and academic enrichment activities designed to strengthen student engagement and college-going identity.
- Academic Monitoring & Support: Monitor student progress and provide additional tutoring or academic support when needed to ensure success in advanced coursework.
- Equitable Access to Advanced Programs**:** Use student data and teacher/counselor recommendations to ensure historically underserved student groups have increased access to rigorous academic opportunities through the Rising Scholars Program.

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

As a site: What are planned actions to support these student groups?

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

Action 2- Professional Development and Teacher Capacity Building

Action 3- Language Support and Interventions

Action 4- Family Engagement and Support

Action 5- Social-Emotional Support

Action 6- Monitoring and Data-Driven Decision Making

Action 7-Enhanced Services for EL Subgroups

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

McLane High School will create inclusive opportunities to increase family engagement by providing workshops and informational meetings designed to help families better understand how to support their students academically, particularly English Learners. These meetings will include topics such as understanding the English Learner program, graduation requirements, course placement, and strategies families can use at home to support language development and academic success. Information will be shared in families' home languages whenever possible, and translation services will be provided to ensure all families can participate fully. In addition, the EL Coordinator will work closely with staff to maintain ongoing communication with families regarding student progress, available resources, and academic support programs. McLane will also utilize parent meetings, ELAC participation, and school events to strengthen partnerships with families and ensure they feel welcomed, informed, and actively involved in their child's educational journey. To increase participation and reduce barriers to engagement, the school will also provide translation services, parent incentives, and food during meetings and workshops.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning

- **Good First Instruction (GFI)**
- **English Learner Instructional Strategies**
- **Data Analysis and Instructional Planning**
- **Peer Observations and Learning Walks**
- **Professional Development on the creation and use of Formative/Summative Assessments**

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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
We will achieve these changes in knowledge and learning... 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:	*Shape these behaviors...* Include how these outcomes will be measured and who will monitor them.	*And ultimately achieve these impacts.* Include how these outcomes will be measured and who will monitor them.

Outcomes measured by walk through data focused Goals and/or PL school focus areas. ***70%*** of classroom observations will show implementation of foundational skills lessons.

Outcomes monitored by Principal, VP, and teachers.

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.

Outcomes monitored by teachers, grade level PLCs, and admin.

- **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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

English Language Learners Support Services

Action Details

Equitable Access

At McLane High School, in partnership with our English Learner (EL) Coordinator, we are committed to improving academic outcomes for English Learners by implementing targeted instructional strategies and supports that address their unique linguistic and academic needs. Our goal is to strengthen students' English language proficiency, as measured by progress on the ELPAC, while simultaneously improving academic achievement in core content areas. Through focused instruction and strategic supports, McLane aims to increase English Learners' progress toward English proficiency and reduce the distance from meeting standards on the Smarter Balanced Summative Assessment (SBAC), ensuring that EL students are prepared for success in rigorous academic coursework and beyond.

Goal: By May 2027, McLane High School will improve outcomes for English Learners by strengthening language development and academic achievement through targeted instructional strategies, collaboration with the EL Coordinator (ELL-TSA), and data-driven support. Teachers will implement designated and integrated ELD strategies, differentiated instruction, and academic language supports across content areas to ensure EL students can access rigorous curriculum. Progress will be monitored through ELPAC growth, SBAC performance, and classroom assessments, with the goal of increasing the number of students progressing toward English proficiency and reducing the number of EL students in the "Standard Not Met" category on SBAC. Professional learning, targeted support for LTELs and newcomers, and increased family engagement will support this work.

1. Targeted Instruction and Academic Support

2. Professional Development for Teachers

3. Data-Driven Support and Monitoring

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

5. Family Engagement and Support

6. Collaborative Planning and Teacher Collaboration

Direct Instructional Services

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

McLane High School provides direct instructional services to English Learners through a Multi-Tiered System of Supports (MTSS) designed to ensure all students receive the level of academic and language support necessary to succeed in rigorous coursework. Instruction is supported through district-adopted curriculum, targeted instructional materials, and differentiated strategies that promote language development and access to grade-level content.

- **Tier I: Universal Instruction**
  All English Learners receive core instruction with integrated and designated ELD strategies. Teachers use scaffolding, differentiated instruction, and the EDGE curriculum to support academic language, reading, and participation in rigorous tasks.
- **Tier II: Targeted Instruction**
  Students needing additional support receive small-group instruction focused on vocabulary, reading, and writing. Bilingual aides, tutoring, and supplemental resources help reinforce language development and academic skills.
- **Tier III: Intensive Instruction**
  Students requiring intensive support receive individualized interventions such as one-on-one tutoring, targeted classes, and learning plans developed with the EL Coordinator.
- **Progress Monitoring**
  Student progress is monitored using ELPAC data, classroom assessments, and benchmark results. Teachers and the EL Coordinator review data to adjust instruction and provide appropriate support.

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.***

- **Integrated and Designated ELD**
  Teachers provide **Integrated ELD** across all content areas using scaffolding, academic discourse, and vocabulary strategies. **Designated ELD** courses provide targeted instruction in language development, reading, and writing.
- **Support for EL Subgroups**
  Targeted supports are provided for **newcomers, Long-Term English Learners (LTELs), and RFEP students**. Newcomers receive additional language development support, LTEL students receive literacy intervention such as LIF courses, and RFEP students are monitored to ensure continued academic success.

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

- Title I funds will support instructional materials, academic interventions, professional learning, and family engagement opportunities designed to strengthen language development and academic achievement for English Learners.

- **Instructional Supports**
  Title I funds will purchase supplemental materials and digital resources to help English Learners access grade-level curriculum and strengthen language development, including leveled texts, vocabulary supports, and literacy technology.
- **Intervention and Academic Support**
  Funds will support targeted interventions such as small-group instruction, tutoring, after-school programs, and instructional aides to assist EL students with reading, writing, and language development.
- **Professional Learning**
  Title I funds will provide professional development on strategies that support English Learners, including scaffolding, differentiated instruction, and academic language development. Funds may also support teacher collaboration through PLCs.
- **Family Engagement**
  Funds will support parent workshops, literacy events, translation services, and resources that help families support student learning at home.
- **Student Engagement and Enrichment**
  Title I funds may support academic enrichment opportunities such as college and career readiness activities, curriculum-aligned field trips, and project-based learning materials.
- Through these coordinated supports, Title I funds will help ensure that English Learners receive the instructional resources, targeted interventions, and academic opportunities necessary to develop language proficiency and achieve success in rigorous academic coursework.

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:

At McLane High School, 7090 and 7091 funds will be used to provide targeted supports that strengthen English language development and improve academic achievement for English Learners. These funds will help ensure that students receive additional instructional support, expanded learning opportunities, and access to resources that support both language proficiency and grade-level academic success.

Funds will support bilingual instructional aides and instructional assistants who provide language support during classroom instruction. These staff members assist English Learners by clarifying directions, reinforcing academic vocabulary, and supporting students in accessing content in SDAIE and core academic classes. Their support is particularly beneficial for newcomer students and Long-Term English Learners who require additional language scaffolds.

McLane will also use these funds to provide small-group and individualized tutoring opportunities for English Learners who need additional support in reading, writing, and academic language development. These supports may take place during the school day, after school, or through extended learning opportunities designed to strengthen literacy and content understanding.

7090/7091 funds will also support extended learning opportunities, including after-school programs, intervention sessions, and summer learning opportunities that provide additional instructional time for English Learners to strengthen both language proficiency and academic skills.

In addition, McLane High School will use these funds to support professional learning opportunities for teachers focused on best practices for supporting multilingual learners. Teachers may participate in workshops, conferences, and training sessions that focus on scaffolding instruction, strengthening integrated and designated ELD, and implementing strategies that improve access to rigorous academic content for English Learners.

These funds may also support supplemental instructional materials and supplies that strengthen language development and student engagement, including resources that support academic vocabulary development, collaborative learning, project-based learning, and culturally relevant instructional activities.

Through the strategic use of 7090 and 7091 funds, McLane High School will provide additional instructional support, language development opportunities, and academic resources that help English Learners continue progressing toward English proficiency and achieving success in rigorous academic coursework.

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.***

- At McLane High School, English Learner students are supported through a coordinated system of instructional practices, collaboration, and progress monitoring implemented by teachers, Professional Learning Communities (PLCs), site leadership, and district supports.
- Teachers implement both Integrated and Designated English Language Development (ELD) strategies to support language acquisition across all content areas. Instruction includes the use of scaffolding strategies, structured academic discourse, vocabulary development, and differentiated instruction to ensure English Learners can access rigorous grade-level curriculum.
- Through Professional Learning Communities (PLCs), teachers collaborate regularly to review English Learner data, including ELPAC results, SBAC performance, and common formative assessments. PLC teams analyze student progress, identify learning gaps, and adjust instruction to better support language development and academic achievement.
- Moving forward, McLane High School intends to further utilize the Instructional Leadership Team (ILT) as a structure to review schoolwide data trends related to English Learner progress and to examine the effectiveness of instructional strategies being implemented across classrooms. The ILT will work with site administration and the EL Coordinator to identify areas of growth, support instructional alignment, and help guide professional learning priorities that strengthen both integrated and designated ELD practices in alignment with the district's English Learner Master Plan.
- The EL Coordinator works closely with teachers and administration to monitor the academic progress of English Learners, including newcomer students, Long-Term English Learners (LTELs), and students who have been reclassified. The EL Coordinator provides instructional support, assists with data analysis, and helps ensure that instructional strategies effectively support language development and academic achievement.

Through these collaborative structures and ongoing monitoring of student progress, McLane High School works to ensure that English Learners receive consistent instructional support and opportunities to strengthen both language proficiency and academic skills.

Student Groups

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

English Learner (EL):

At McLane High School, Title I funds will be used to provide supplemental instructional resources, targeted academic support, and professional learning that strengthen language development and academic achievement for English Learners. Funds will support the purchase of instructional materials such as leveled texts, graphic organizers, sentence frames, academic vocabulary resources, and digital learning platforms that help students access grade-level content. Title I funds may also support bilingual instructional aides, tutoring, and small-group interventions that provide additional language and literacy support. In addition, funds will support professional learning for teachers focused on scaffolding strategies, differentiated instruction, and sheltered instruction practices. Family engagement activities, including parent workshops and translation services, may also be supported to help families better support student learning at home.

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

English Learner (EL):

At McLane High School, 7090/7091 funds will be used to support English Learner students through the following expenditures:

- **1.0 FTE ELL–TSA:** Provide site leadership and coordination of English Learner services, support teachers with instructional strategies for multilingual learners, monitor student progress, and ensure alignment with the district English Learner Master Plan.
- **Bilingual Instructional Aides:** Provide in-class language support, assist with clarification of academic vocabulary and directions, and support English Learners in SDAIE and core content classes.
- **Targeted Tutoring and Small-Group Instruction:** Offer additional academic support for English Learners through small-group or one-on-one tutoring focused on language development, reading comprehension, and writing skills.
- **Extended Learning Opportunities:** Provide after-school or summer learning programs to support English Learners who need additional time and instruction to strengthen language proficiency and academic performance.
- **Professional Learning for Staff:** Fund workshops, conferences, and training opportunities that strengthen teacher capacity to implement effective instructional strategies for English Learners.
- **Instructional Supplies and Materials:** Provide consumable materials and supplies that support real-world learning experiences and instructional activities that promote language development and student engagement.

Through these targeted expenditures, McLane High School will strengthen instructional support systems and provide additional opportunities for English Learners to build language proficiency and succeed academically.

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

At McLane High School, English Learner students are supported through coordinated instructional practices, collaboration, and progress monitoring. Teachers implement both Integrated and Designated ELD strategies, including scaffolding, academic discourse, vocabulary development, and differentiated instruction to ensure access to grade-level content.

Teachers use student data, including ELPAC, SBAC, and classroom assessments, to monitor progress and inform instruction. The EL Coordinator works closely with teachers and administration to support instructional practices, monitor student progress, and ensure targeted support for newcomers, LTELs, and RFEP students.

The EL Coordinator collaborates with teachers to monitor student progress, support instruction, and ensure targeted support for newcomers, LTELs, and RFEP students. Through these structures, McLane ensures consistent support to improve language development and academic achievement for English Learners.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

McLane High School will provide inclusive opportunities for families to engage in and support their students' academic success through the following actions:

- **Home School Liaison Outreach**
- **Parent Workshops and Informational Meetings**
- **English Learner Advisory Committee (ELAC)**
- **Multilingual Communication**

- **Ongoing Communication with Families**
- **Family Engagement Events**

Through these efforts, McLane High School will foster strong partnerships with families, ensure parents feel welcomed and informed, and support families in actively contributing to their child's academic growth and success.

Professional Learning

Describe Professional Learning related to this action.

Professional learning opportunities will include:

- **Good First Instruction (GFI)**
- **Integrated and Designated ELD Strategies**
- **Scaffolding and Differentiated Instruction**
- **Data Analysis Through PLCs**
- **Classroom Observation and Instructional Collaboration**

Through these professional learning opportunities, McLane High School will build teacher capacity to support English Learners, strengthen instructional practices, and improve academic outcomes for identified student groups.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

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.

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.

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.

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.

- **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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Students Meeting or Exceeding Standards in Math

Action Details

College & Career Readiness

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 2027, McLane High School will decrease the distance from meeting standards in Mathematics from -151.5 to – -136.5 as measured by the Smarter Balanced Summative Assessment (SBAC).

By June 2027, McLane High School will decrease the percentage of students in Grades 9 -12 that are below grade level as measured by Ed-Cite assessment and teacher created Common Formative Assessments.

Direct Instructional Services

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: Tutoring available by referral and walk-in service as part ASP Tutors and/or extra pay contracts to Math teachers (before school, lunch, or afterschool support)

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

- 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

Identification and Support of Advanced Students (Rising Scholar Program)

McLane High School will strengthen systems for identifying and supporting advanced students by expanding access to rigorous academic opportunities and personalized guidance. Through the use of student achievement data, counselor recommendations, and teacher input, the school will identify students with high academic potential and connect them to advanced learning pathways. Identified students will receive individualized counseling and mentoring to support academic planning, including enrollment in Advanced Placement (AP), Dual Enrollment (DE), and other college preparatory coursework. Students will also be encouraged to participate in the Rising Scholars Program and College Prep courses, which provide mentorship, leadership development, and structured support for college readiness. Through strategic course scheduling, mentoring relationships, and targeted academic guidance, McLane will ensure that advanced students are challenged, supported, and prepared for success in college and career pathways.

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.
- **Mentorship & Academic Guidance:** Provide structured mentoring, academic coaching, and goal-setting support to help students successfully navigate rigorous academic pathways.
- **College Preparatory Support:** Support enrollment in **College Prep courses**, Advanced Placement (AP), and Dual Enrollment (DE) opportunities through individualized academic counseling and strategic course scheduling.
- **Individualized Counseling:** Provide targeted counseling services to guide students in academic planning, college readiness, and postsecondary pathway exploration.
- **Leadership & Academic Enrichment:** Offer leadership development opportunities, peer mentoring, and academic enrichment activities designed to strengthen student engagement and college-going identity.
- **Academic Monitoring & Support:** Monitor student progress and provide additional tutoring or academic support when needed to ensure success in advanced coursework.
- **Equitable Access to Advanced Programs:** Use student data and teacher/counselor recommendations to ensure historically underserved student groups have increased access to rigorous academic opportunities through the Rising Scholars Program.

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 (BTC, First Instruction or Assessment Trainings, Lead Teacher)**

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

McLane High School will create inclusive opportunities to increase family engagement by utilizing Home School Liaisons, parent meetings, and workshops designed to help families better understand how to support their students' mathematics learning and academic progress. Home School Liaisons will conduct outreach to families, assist with navigating school resources, and connect families to tutoring, intervention programs, and supports for students who need additional help in mathematics. The school will host parent workshops and informational meetings focused on understanding math course pathways, graduation and A–G requirements, interpreting assessment data such as CAASPP and i-Ready results, and strategies families can use at home to support mathematical thinking and problem-solving skills.

Family engagement opportunities will also be integrated into major school events such as **Back to School Night, Open House, and other parent engagement meetings**, where math teachers and staff will share information about course expectations, available academic supports, and ways families can reinforce learning at home. To increase participation and remove barriers to engagement, the school will provide **translation services, parent incentives, and food services** during meetings and workshops. Information will be shared in families' home languages whenever possible to ensure equitable access for all families. In addition, counselors, math teachers, and administrators will maintain ongoing communication with families regarding student progress, available academic supports, and intervention opportunities through parent meetings, ELAC participation, school events, and digital communication platforms. These efforts will strengthen partnerships with families, increase awareness of available supports, and encourage active family involvement in improving student mathematics achievement.

Professional Learning

Describe Professional Learning related to this action.

To increase the number of students meeting or exceeding standards in mathematics, McLane High School will strengthen instructional practices through targeted professional learning and collaborative data analysis. Teachers will engage in structured professional learning through **BTSC (Breakthrough Success Committee), ILT (Instructional Leadership Team), and BTC (Breakthrough Teacher Collaborative)** to analyze student performance data, review assessment results, and identify effective instructional strategies that support student growth in mathematics. These teams will focus on aligning instruction to grade-level standards, implementing standards-based instructional practices, and utilizing formative assessments to guide instructional decisions.

Math teachers will also explore **professional development opportunities through conferences, workshops, and trainings** that focus on high-quality mathematics instruction, standards-based learning, and strategies to support diverse learners including English Learners and Students with Disabilities. Through these professional learning opportunities, teachers will strengthen their ability to implement rigorous, standards-aligned instruction that promotes mathematical reasoning, problem solving, and student engagement.

These efforts will support improved instructional consistency across classrooms, strengthen teacher collaboration around mathematics instruction, and ultimately increase the number of students meeting or exceeding standards on mathematics assessments.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

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.

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.

District benchmark, iReady Diagnostic 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

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.

SBAC Results:

Outcomes measured by decrease the distance from meeting standards in Mathematics from -151 to –136 as measured by the Smarter Balanced Summative Assessment (SBAC).

Outcomes monitored by Principal and teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Dual Language Immersion Academy

Action Details

Equitable Access

McLane High School will continue to expand student engagement and academic achievement through increased enrollment and participation in the Dual Language Immersion (DLI) Academy. The DLI Academy provides students with meaningful learning experiences that promote biliteracy, cross-cultural understanding, and academic success through a collaborative learning environment where English Learners and native English speakers develop proficiency in both languages. The program fosters a culture of collaboration and interdependence that strengthens language acquisition while maintaining access to rigorous academic content. Over the past year, McLane High School has seen positive growth within the program, including a 12% increase in DLI enrollment and a 54% increase in DLI seniors graduating compared to the previous year, demonstrating the program's growing impact on student success. To continue this progress, the school will work to expand access to the DLI pathway, strengthen instructional support within DLI courses, and promote the program through student recruitment, counseling support, and family outreach. These efforts will ensure that more students have the opportunity to develop bilingualism, biliteracy, and academic readiness for college and career pathways.

Direct Instructional Services

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?

At McLane High School, Title I funds will be used to strengthen the Dual Language Immersion (DLI) program by supporting instructional quality, curriculum access, and professional learning. Planned expenditures include:

- Teacher Coordinator Position (Program Lead): Funding for a teacher leader to serve as the DLI program coordinator, supporting program implementation, curriculum alignment, and collaboration among DLI teachers.
- Digital Curriculum Subscriptions: Online instructional platforms and resources that support bilingual literacy, language development, and access to rigorous academic content in both languages.
- Spanish Curriculum Materials: Purchase of standards-aligned instructional materials and texts in Spanish to ensure students have access to high-quality curriculum that supports biliteracy development.
- Conferences for Students and Teachers: Opportunities for both students and teachers to attend conferences focused on bilingual education, leadership development, and academic enrichment connected to dual language learning.
- Ongoing Professional Development: Professional learning opportunities for teachers through site-based DLI Professional Learning Communities (PLCs) and district-level trainings focused on best practices in dual language instruction, biliteracy development, and culturally responsive teaching.

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

At McLane High School, 7090/7091 funds will be allocated to support student engagement, academic success, and program implementation through the following expenditures:

- Student incentives, recognition awards, and instructional materials and supplies that support student participation, academic motivation, and program activities.
- Tutoring contracts for teachers to provide targeted academic support and intervention opportunities for students who require additional assistance.
- Transportation costs to ensure students have access to program-related activities, academic opportunities, and school-sponsored events.
- Field trip opportunities that extend learning beyond the classroom and connect students to real-world educational experiences.
- Teacher preparation buyout time to allow a designated staff member to serve as a program coordinator, supporting program organization, implementation, and monitoring of student participation and outcomes.

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

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

McLane High School will create inclusive opportunities to increase family engagement in the Dual Language Immersion (DLI) Academy by utilizing Home School Liaisons, parent meetings, workshops, and regional events that support communication across the K–12 DLI pathway. Home School Liaisons will conduct outreach to families, assist with navigating school programs and resources, and help families understand the benefits and expectations of bilingual and biliterate education. The school will host parent workshops and informational meetings focused on the Dual Language Immersion program, bilingual literacy development, graduation and A–G requirements, and college and career opportunities connected to bilingualism and biliteracy.

Family engagement opportunities will also be incorporated into major school events such as Back to School Night, Open House, and other parent engagement meetings, where staff will provide updates on program goals, student progress, and strategies families can use at home to support bilingual language development. In addition, McLane will collaborate with regional K–12 Dual Language Immersion programs to host events that strengthen communication and alignment across elementary, middle, and high school programs. These regional events will provide families with information about the full DLI pathway, program expectations, and opportunities for students to continue developing bilingualism and biliteracy throughout their educational experience.

To increase participation and remove barriers to engagement, the school will provide translation services, parent incentives, and food services during meetings and workshops. Information will be shared in families' home languages whenever possible to ensure equitable access for all families. Counselors, the EL Coordinator, DLI teachers, and administrators will maintain ongoing communication with families regarding student progress, program opportunities, and available supports through parent meetings, ELAC participation, school events, and digital communication platforms. These efforts will strengthen partnerships with families and support student success within the Dual Language Immersion Academy and the broader K–12 bilingual pathway.

Professional Learning

Describe Professional Learning related to this action.

To strengthen and expand the Dual Language Immersion (DLI) Academy, McLane High School will focus on increasing program capacity, expanding course offerings, and supporting high-quality bilingual instruction. The school will recruit and retain qualified bilingual teachers to support the growth of the program and ensure students have access to a full sequence of courses that promote bilingualism, biliteracy, and academic achievement. Efforts will include supporting current and prospective teachers in pursuing BCLAD (Bilingual Crosscultural Language and Academic Development) authorization opportunities, allowing the school to build internal capacity and expand the number of staff qualified to teach in the Dual Language Immersion program.

Professional learning opportunities will also be provided to support effective bilingual instructional practices and strengthen alignment with program goals of biliteracy and academic achievement. As the program expands, McLane will continue working to ensure students have access to rigorous coursework that supports graduation requirements, A–G completion, and preparation for college and career opportunities that value bilingual and multicultural competencies. These efforts will help strengthen the Dual Language Immersion pathway and ensure students are able to continue developing bilingual skills while meeting academic standards.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning) Expect to see		Long-Term (Change in Condition) Hope to see

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

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.

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.

- **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.

And ultimately achieve these impacts.

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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

CTE/Linked Learning Enrollment

Action Details

Life Skills

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 Organizations (CTSOs). CTE pathways will engage in program review through CPA, NAF, and LLA accreditation cycles. CTE programs on site will continue to focus on CCI criteria for success through course sequences that allow students to become pathway completers.

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 coursework to real-world applications in cross-curricular, project-based learning presented to the public.

Direct Instructional Services

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 experiences for students, the following will be implemented:

Tier 1:

- Implementation of CTE course outlines that include recently updated CTE model curriculum standards (Career Ready Standards, Cross-Pathway Standards, Pathway Standards), linked learning content standards, and work-based learning.
- Individualized student tracking of WBL experiences through Titan dashboard.
- Membership in various CTSOs (HOSA, FCCLA, FBLA, SkillsUSA, etc.)
- Transportation supporting outside the classroom WBL experiences.

Tier 2:

- 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 district-alike pathway staff, as well as 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?

- Pathway and linked learning PLCs will meet regularly and develop cross-curricular, project-based units of study.
- Work-based learning opportunities will be developed and tracked.
- CTE pathways will regularly seek accreditation through CPA, NAF, and LLA.
- Course and program offerings will continue to update based on student interest, industry developments, and newly adopted CTE Model Curriculum Standards.
- The site will focus on increasing the rate of students meeting college & career readiness “Prepared” criteria through CCI, particularly those met via career technical education pathway completion.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

McLane High School will create inclusive opportunities to increase family engagement in Career Technical Education (CTE) and Linked Learning pathways by utilizing Home School Liaisons, parent meetings, and workshops designed to help families understand college and career opportunities available to students. Home School Liaisons will provide outreach to families, assist them in navigating pathway programs, and connect families to resources that support student success in career-focused learning experiences. The school will host parent workshops and informational meetings focused on CTE pathways, Linked Learning opportunities, A–G completion, dual enrollment options, industry certifications, internships, and how participation in pathway programs supports college and career readiness.

Family engagement opportunities will also be incorporated into major school events such as **Back to School Night, Open House, pathway showcases, and other parent engagement meetings**, where teachers and staff will share information about program expectations, student projects, and career exploration opportunities. These events will allow families to better understand how CTE and Linked Learning programs connect academic learning with real-world skills and postsecondary opportunities.

To increase participation and remove barriers to engagement, the school will provide **translation services, parent incentives, and food services** during meetings and workshops. Information will be shared in families' home languages whenever possible to ensure equitable access for all families. Counselors, pathway teachers, and administrators will maintain ongoing communication with families regarding student progress, pathway enrollment, internship opportunities, and available academic supports through parent meetings, ELAC participation, school events, and digital communication platforms. These efforts will strengthen partnerships with families and support increased student participation and success in CTE and Linked Learning pathways.

Professional Learning

Describe Professional Learning related to this action.

To increase student participation in Career Technical Education (CTE) and Linked Learning pathways, McLane High School will expand opportunities for students to engage in career-connected learning that aligns academic instruction with real-world experiences. Staff will participate in professional learning opportunities such as the **Educating for Careers Conference** and other regional trainings to strengthen pathway development, learn best practices for career-connected instruction, and identify strategies to increase student enrollment and engagement in CTE programs.

In addition, McLane will continue building and strengthening **community and business partnerships** by connecting with local industry leaders, organizations, and workforce development partners. These partnerships will support expanded opportunities for students including guest speakers, mentorships, internships, job shadowing, and work-based learning experiences aligned with pathway programs. Staff will also collaborate with local businesses and community organizations to ensure pathway courses remain relevant to current workforce needs.

Through these efforts, McLane will strengthen Linked Learning pathways, increase student awareness of college and career opportunities, and expand access to meaningful career exploration experiences that support the College and Career Indicator (CCI) and student preparation for postsecondary success.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

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.

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.

CTE Department Chair / CTE Coordinator 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 professional development.

CTE Department Chair / CTE Coordinator will schedule regular workshops with students to offer unique, engaging career exploration through the Career Center.

CTE Department Chair / 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.

CTE Department Chair / CTE Coordinator 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.

CTE Department Chair / 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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0335 McLane High School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts academic performance at challenging levels and to increase student engagement. All Goals. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	11,712.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **NO FOOD/NO INCENTIVES**	4,511.00
G1A1	Title 1 Basic	Attendance & Social Work Servic	Local Mileag			Local Mileage for HSL	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.2000	Updated to align with 2026/27 High School staffing sheet - VR 3/17 **Budget lines for personnel include salaries and related benefits	22,168.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.2000	Updated to align with 2026/27 High School staffing sheet - VR 3/17 **Budget lines for personnel include salaries and related benefits	29,508.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes **Budget lines for personnel include salaries and related benefits	5,969.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts academic performance at challenging levels and to increase student engagement. All Goals. **Budget lines for personnel include salaries and related benefits	63,197.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books, subscriptions to support instructional needs, social emotional needs of students. All Goals	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials, Supplies, Incentives to support academic performance, and site safety	173,644.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology, equipment	20,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			: Copier Lease/Maintenance	12,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair and maintenance	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Motivational guest Speakers: Rise To It.	8,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics	5,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies for Parent Involvement.	3,500.00
G1A1	Sup & Conc	Security	Cls Sup-Ovr			Safety Overtime **Budget lines for personnel include salaries and related benefits	10,360.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher supplemental pay to support EL Achievement and ELPAC accessors. **Budget lines for personnel include salaries and related benefits	11,985.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0335 McLane High School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2500	Staffing change for McLane HS approved by HR/Fiscal/OSFP swapping Alyssa Rodriguez and Donnette Martin - VR 3/13 **Budget lines for personnel include salaries and related benefits	41,719.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7500	Staffing change for McLane HS approved by HR/Fiscal/OSFP swapping Alyssa Rodriguez and Donnette Martin - VR 3/13 **Budget lines for personnel include salaries and related benefits	125,161.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Instructional materials/supplies and professional learning to support EL students	10,450.00
G1A2	LCFF: EL	Instruction	Copier Maint			Copier lease/Maintenance EL Support	1,000.00
G1A3	Sup & Conc	Instruction	Travel			Travel expenses, registration, etc., to support professional development and student engagement as addressed in all Goals.	10,000.00
G1A3	Sup & Conc	Instruction	Direct Trans			College Trips: Transportation to support academic success. A-G Completion and Career Readiness.	15,000.00
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
G1A5	Sup & Conc	Plant Maintenance & Operations	Fuel			Fuel for Vans; College and Career Trips	1,000.00

$604,884.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Chronic Absenteeism

Action Details

Life Skills

McLane High School will implement targeted strategies to strengthen family outreach and address chronic absenteeism. The Home School Liaison (HSL) will conduct home visits to connect with families and help address barriers to attendance. The Resource Counseling Assistant (RCA) will work closely with the MTSS team to support students experiencing attendance challenges by helping identify barriers, connecting students to appropriate resources, and supporting interventions designed to improve attendance. The site will also utilize the Tier II Intervention Specialist to monitor attendance data, coordinate Tier II supports, and provide additional interventions for students needing targeted support. In addition, ParentSquare will be used to strengthen communication between the school and families by providing consistent updates regarding student progress, attendance, and available school resources.

Direct Instructional Services

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

McLane High School will create inclusive opportunities to increase family engagement in support of improving student attendance by utilizing Home School Liaisons, Tier 2 Specialists, and Resource Counseling Assistants to strengthen communication and partnerships with families. These staff members will work collaboratively to conduct outreach to families of students with attendance concerns, provide individualized support, and connect families to school and community resources that address barriers to regular attendance such as transportation, health, or family needs. Home School Liaisons and support staff will assist families in understanding the importance of daily attendance and how consistent attendance supports academic success and graduation outcomes.

The school will host parent meetings and workshops focused on attendance awareness, graduation requirements, and strategies families can use to support consistent school attendance. Attendance information and expectations will also be shared during major school events such as **Back to School Night, Open House, and other parent engagement meetings**. Families will receive regular communication regarding student attendance through phone calls, digital platforms, and direct outreach from Tier 2 Specialists, Resource Counseling Assistants, and counselors when students approach attendance thresholds.

To increase participation and reduce barriers to engagement, the school will provide **translation services, parent incentives, and food services** during meetings and workshops. Information will be shared in families' home languages whenever possible to ensure equitable access and understanding. These engagement efforts will help build stronger partnerships between the school and families, increase awareness of attendance expectations, and support early intervention strategies that reduce chronic absenteeism and improve overall student engagement.

Professional Learning

Describe Professional Learning related to this action.

- Provide training for staff on effective attendance intervention strategies, including identifying root causes of chronic absenteeism and implementing targeted supports.

- Offer professional learning on family engagement and communication strategies, including the effective use of ParentSquare to maintain consistent and meaningful communication with families.
- Train staff on data analysis and progress monitoring to ensure timely and appropriate interventions for students with attendance concerns.
- Provide professional learning on culturally responsive practices to strengthen relationships with families and address barriers to attendance.
- Support teachers in identifying and referring students with attendance concerns so appropriate interventions and supports can be put in place in a timely manner.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- 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.

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.

- 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.

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.

- 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Suspension Rate

Action Details

Life Skills

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

Direct Instructional Services

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

McLane High School will create inclusive opportunities to increase family engagement in support of reducing student suspensions and strengthening positive school climate by utilizing Home School Liaisons, Tier 2 Specialists, and Resource Counseling Assistants to build strong partnerships with families. These staff members will conduct outreach to families of students who may be at risk of disciplinary incidents, provide guidance on available behavioral and social-emotional supports, and connect families to school and community resources. Families will be supported in understanding school expectations, restorative practices, and strategies that promote positive behavior and student engagement.

The school will host parent meetings and workshops focused on topics such as positive behavior supports, restorative practices, student wellness, and strategies families can use to reinforce positive decision-making and conflict resolution at home. Information about school expectations, behavior supports, and available resources will also be shared during major school events such as Back to School Night, Open House, and other parent engagement meetings.

To ensure inclusive participation, the school will provide translation services, parent incentives, and food services during meetings and workshops. Information will be shared in families' home languages whenever possible. Ongoing communication between families and school staff—including counselors, administrators, Tier 2 Specialists, and Resource Counseling Assistants—will occur through parent meetings, phone calls, school events, and digital communication platforms. These engagement efforts will help strengthen relationships between the school and families, support early behavioral intervention, and promote a safe, supportive learning environment that reduces suspension rates and improves overall student engagement.

Professional Learning

Describe Professional Learning related to this action.

To reduce out-of-school suspension rates and strengthen a positive school climate, McLane High School staff will engage in ongoing professional learning focused on implementing a Multi-Tiered System of Support (MTSS), restorative practices, culturally responsive teaching, trauma-informed practices, and effective classroom management strategies. Through professional learning opportunities, teachers and staff will strengthen their capacity to implement Tier 1 proactive behavioral supports, Tier 2 targeted interventions, and Tier 3 individualized behavioral plans that address the academic, behavioral, and social-emotional needs of students. Training will emphasize strategies to support English Learners, Students with Disabilities, socio-economically disadvantaged students, Hispanic students, and African American students, ensuring that instruction and behavioral supports are culturally responsive and inclusive. Staff will collaborate with administrators, counselors, Tier 2 Specialists, Resource Counseling Assistants, and the restorative practices counselor to review discipline data, refine intervention strategies, and implement restorative approaches that address conflicts before they escalate to suspensions. Through these professional learning efforts, staff will build the skills necessary to create supportive classroom environments, strengthen relationships with students, and promote positive behavior that reduces suspensions and increases student engagement.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- **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.

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.

- **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.

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.

- **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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28 – Arts, Music, and Creative Expression

Action Details

Life Skills

McLane High School will utilize Proposition 28 Arts and Music in Schools funding to expand and enhance student access to comprehensive visual and performing arts programs. Funding will support high-quality arts instruction and enrichment opportunities in Dance, Folklórico, Mariachi, Choir, Music, Art, F Elective and Theatre programs.

Prop 28 funds will be used to strengthen arts education by improving facilities, increasing access to materials and supplies, and providing opportunities for students to engage in performances, exhibitions, competitions, and field experiences. These opportunities will promote creativity, collaboration, cultural expression, and student engagement while supporting McLane's commitment to developing well-rounded students aligned to the Portrait of a Learner.

Investments will ensure students have access to high-quality arts instruction, performance opportunities, and industry-standard materials and equipment to support both beginning and advanced arts students.

Direct Instructional Services

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

Proposition 28 funding will support arts programs through the following services and resources:

- Instructional materials and supplies for Dance, Folklórico, Choir, Band/Music, Visual Arts, and Theatre programs
- Purchase of costumes, performance attire, instruments, stage equipment, and visual arts supplies
- Theatre production supplies including props, lighting, sound equipment, and set design materials
- Art studio materials including paints, canvases, sketching materials, digital media tools, and ceramics supplies
- Improvements to arts learning spaces and facilities to support safe and high-quality instruction and performances
- Transportation and participation costs for field trips, performances, exhibitions, competitions, and cultural experiences related to arts programs
- Registration and participation fees for student arts competitions, festivals, and showcases
- Professional learning opportunities for arts teachers to enhance instructional practices, culturally responsive arts education, and industry-aligned creative instruction
- Guest artists, workshops, and master classes that expose students to professional artists and arts career pathways
- Materials and supplies to support performances, showcases, exhibitions, and schoolwide arts events

Contracts for coaches, consultants and specialist in the areas of the arts programs.

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.

English Learner (EL) students at McLane High School will benefit from expanded access to visual and performing arts programs supported through Proposition 28 funding. Arts courses such as Dance, Folklórico, Choir, Music, Art, and Theatre provide culturally responsive learning environments that support language development, collaboration, and creative expression.

Participation in arts programs provides EL students with opportunities to develop communication skills, build confidence, and engage in hands-on learning experiences that do not rely solely on traditional academic language structures. Through performance, movement, visual representation, and collaborative projects, EL students are able to demonstrate understanding and express ideas while continuing to build English proficiency.

Student Groups

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

-There are no title 1 funds allocated to this action.

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

There are no 7090/7091 funds allocated to this action.

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

Prop 28 funding is used to develop, support and maintain culturally relevant programs for our students.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

McLane High School will increase family and community engagement through arts programming by hosting and promoting events such as:

- Dance, Folklórico, Choir, Music, and Theatre performances
- Visual arts exhibitions and showcases
- Cultural arts celebrations and community performances
- Open House performances and arts showcases
- Community arts nights and student showcases

These events will strengthen connections between families, students, and the school while celebrating student creativity and cultural expression.

Professional Learning

Describe Professional Learning related to this action.

Prop 28 funds may support professional development for arts educators including:

- Training in culturally relevant arts instruction
- Workshops on theatre production, choreography, music performance, and visual arts techniques
- Collaboration with local arts organizations and professional artists
- Conferences or training that support innovative arts instruction and student engagement in the arts

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- Increased student access to arts courses and extracurricular arts opportunities
- Increased participation in Dance, Folklórico, Choir, Music, Art, and Theatre programs
- Improved student engagement and attendance in arts classes
- Outcomes measured through course enrollment data, participation in performances/exhibitions, and student surveys

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.

- Increased student participation in performances, exhibitions, and competitions
- Improved student collaboration, creativity, and artistic skills
- Increased student pride and school connectedness through arts participation
- Outcomes monitored through program participation data, performance attendance, and arts teacher assessments

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.

- Stronger school culture centered on creativity, cultural expression, and student voice
- Increased opportunities for students to explore arts pathways and creative careers
- Sustained growth in arts program participation and visibility within the McLane community
- Outcomes monitored through enrollment trends, student engagement data, and school climate survey results

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0335 McLane High School (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Attendance & Social Work Servic	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. **Budget lines for personnel include salaries and related benefits	87,064.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Student Conflict mediation, support of educational goals, home visits. **Budget lines for personnel include salaries and related benefits	78,630.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Student Conflict mediation, support of educational goals, home visits. **Budget lines for personnel include salaries and related benefits	78,482.00
G2A3	Sup & Conc	Other Instructional Resources	Cls Sup-Sup			Folklorico/Hmong Dance Instructors **Budget lines for personnel include salaries and related benefits	2,600.00
G2A3	Sup & Conc	Parent Participation	Communicatio			Communication services and goals to support parent participation	5,000.00

$251,776.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Parent Engagement in Academics/Activity Opportunities

Action Details

Community Engagement

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

Direct Instructional Services

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Offer a variety of engagement opportunities (Coffee Hours, family nights, resource fairs, conferences) at flexible times, including morning, evening, and virtual options.
- Provide bilingual communication and translation services to ensure access for English Learner families.
- Design workshops that support families with academic expectations, graduation requirements, and strategies to support learning at home.
- Host culturally inclusive events and celebrations that reflect and honor the diversity of the McLane community.
- Implement a Parent Engagement Passport to encourage participation and recognize family involvement.
- Partner with community organizations to provide families with access to resources and services.
- Promote two-way communication to build strong relationships and ensure families feel welcomed, valued, and connected to the school.

Professional Learning

Describe Professional Learning related to this action.

- Provide staff training on effective family engagement strategies that promote inclusive and welcoming school environments.
- Offer professional learning on culturally responsive practices to better connect with diverse families.
- Train staff on effective communication with families, including the use of clear, consistent, and bilingual communication when needed.
- Support staff in facilitating parent workshops and engagement activities that are interactive and relevant to family needs.
- Provide guidance on building strong school-home partnerships that support student academic and social-emotional success.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0335 McLane High School (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies to support involvement and participation **NO FOOD/NO INCENTIVES**	1,000.00
G3A1	Title 1 Basic	Attendance & Social Work Servic	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 **Budget lines for personnel include salaries and related benefits	68,464.00
G3A1	Title 1 Basic	Attendance & Social Work Servic	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**PERSACTHST – CHANGE: VR 1080443 - Gentry,Evelyn: TERM 03/27/2026 **Budget lines for personnel include salaries and related benefits	82,876.00

$152,340.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0335 McLane High School (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0335	1110	1000	1160	Teacher-Supp					G1A1	Supplemental contracts academic performance at challenging levels and to increase student engagement. All Goals. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	11,712.00
060	3010	0335	1110	1000	4300	Mat & Supp					G1A1	Materials and Supplies **NO FOOD/NO INCENTIVES**	4,511.00
060	3010	0335	1110	2495	4300	Mat & Supp					G3A1	Materials/Supplies to support involvement and participation **NO FOOD/NO INCENTIVES**	1,000.00
060	3010	0335	1110	3130	2210	Cls Sup-Reg	Liaison, Home/School Hmong	W121	Yang, Ka	0.7500	G3A1	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 **Budget lines for personnel include salaries and related benefits	68,464.00
060	3010	0335	1110	3130	2210	Cls Sup-Reg	Specialist, Tier II Intervention	W264	Araiza, Martin	1.0000	G2A1	TIER 2: Provide additional support to students showing early signs of academic struggles, behavioral challenges, or social-emotional difficulties. **Budget lines for personnel include salaries and related benefits	87,064.00
060	3010	0335	1110	3130	2210	Cls Sup-Reg	Liaison, Home/School Spanish	W125	(New/Open Position)	1.0000	G3A1	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**PERSACTHST – CHANGE: VR 1080443 - Gentry,Evelyn: TERM 03/27/2026 **Budget lines for personnel include salaries and related benefits	82,876.00
060	3010	0335	1110	3130	5211	Local Mileag					G1A1	Local Mileage for HSL	1,000.00
030	7090	0335	1110	1000	1110	Teacher-Regu	Teacher, Senior High	T079	Cohetero, Jocelyn	0.2000	G1A1	Updated to align with 2026/27 High School staffing sheet - VR 3/17 **Budget lines for personnel include salaries and related benefits	22,168.00
030	7090	0335	1110	1000	1110	Teacher-Regu	Teacher, Senior High	T079	Scott, Allyn	0.2000	G1A1	Updated to align with 2026/27 High School staffing sheet - VR 3/17 **Budget lines for personnel include salaries and related benefits	29,508.00
030	7090	0335	1110	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Rodriguez, Alyssa	0.2500	G1A2	Staffing change for McLane HS approved by HR/Fiscal/OSFP swapping Alyssa Rodriguez and Donnette Martin - VR 3/13 **Budget lines for personnel include salaries and related benefits	41,719.00
030	7090	0335	1110	1000	1120	Teacher-Subs					G1A1	Substitutes **Budget lines for personnel include salaries and related benefits	5,969.00
030	7090	0335	1110	1000	1160	Teacher-Supp					G1A1	Supplemental contracts academic performance at challenging levels and to increase student engagement. All Goals. **Budget lines for personnel include salaries and related benefits	63,197.00
030	7090	0335	1110	1000	4200	Bks & Ref					G1A1	Books, subscriptions to support instructional needs, social emotional needs of students. All Goals	5,000.00
030	7090	0335	1110	1000	4300	Mat & Supp					G1A1	Materials, Supplies, Incentives to support academic performance, and site safety	173,644.00
030	7090	0335	1110	1000	4400	Nc-Equipment					G1A1	Technology, equipment	20,000.00
030	7090	0335	1110	1000	5221	Travel					G1A3	Travel expenses, registration, etc., to support professional development and student engagement as addressed in all Goals.	10,000.00
030	7090	0335	1110	1000	5633	Copier Maint					G1A1	: Copier Lease/Maintenance	12,000.00
030	7090	0335	1110	1000	5721	Direct Trans					G1A3	College Trips: Transportation to support academic success. A-G Completion and Career Readiness.	15,000.00
030	7090	0335	1110	1000	5723	Direct-Maint					G1A1	Technology repair and maintenance	5,000.00

030	7090	0335	1110	1000	5767	Direct-Food					G1A3	Food services and supplies to support instructional activities to increase and maintain Goals 1-5 efforts.	8,000.00
030	7090	0335	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Motivational guest Speakers: Rise To It.	8,000.00
030	7090	0335	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics	5,000.00
030	7090	0335	1110	2490	2260	Cls Sup-Sup					G2A3	Folklorico/Hmong Dance Instructors **Budget lines for personnel include salaries and related benefits	2,600.00
030	7090	0335	1110	2495	4300	Mat & Supp					G1A1	Materials and Supplies for Parent Involvement.	3,500.00
030	7090	0335	1110	2495	5900	Communicatio					G2A3	Communication services and goals to support parent participation	5,000.00
030	7090	0335	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Savoy, Donald	1.0000	G2A1	Student Conflict mediation, support of educational goals, home visits. **Budget lines for personnel include salaries and related benefits	78,630.00
030	7090	0335	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Morgan, Simeon	1.0000	G2A1	Student Conflict mediation, support of educational goals, home visits. **Budget lines for personnel include salaries and related benefits	78,482.00
030	7090	0335	1110	8100	5505	Fuel					G1A5	Fuel for Vans; College and Career Trips	1,000.00
030	7090	0335	1110	8300	2240	Cls Sup-Ovr					G1A1	Safety Overtime **Budget lines for personnel include salaries and related benefits	10,360.00
030	7091	0335	4760	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Rodriguez, Alyssa	0.7500	G1A2	Staffing change for McLane HS approved by HR/Fiscal/OSFP swapping Alyssa Rodriguez and Donnette Martin - VR 3/13 **Budget lines for personnel include salaries and related benefits	125,161.00
030	7091	0335	4760	1000	1160	Teacher-Supp					G1A1	Teacher supplemental pay to support EL Achievement and ELPAC accessors. **Budget lines for personnel include salaries and related benefits	11,985.00
030	7091	0335	4760	1000	4300	Mat & Supp					G1A2	Instructional materials/supplies and professional learning to support EL students	10,450.00
030	7091	0335	4760	1000	5633	Copier Maint					G1A2	Copier lease/Maintenance EL Support	1,000.00
													$1,009,000.0

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$256,627.00
Sup & Conc	7090	$603,777.00
LCFF: EL	7091	$148,596.00
Grand Total		**$1,009,000.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$604,884.00
G2 - The Whole Child (SEL and Engagement)	$251,776.00
G3 - Operational Excellence	$152,340.00
Grand Total	**$1,009,000.00**