

McLane High

10621661034214

Principal's Name: Scott Lamm

Principal's Signature: *Scott Lamm by Wendy McCormick Vice Principal*

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Scott Lamm	X				
2. Chairperson - Norma Raya				X	
3. Annie Cha				X	
4. Suki Dhaliwal Dhillon		X			
5. Tarah Gregg		X			
6. Manuel Bonilla		X			
7. Haley Jones					X
8. Kathalina Lee					X
9. Alan Keo					X
10. Ton Cha		X			
11. Monica Velasquez				X	
12. Elisa Martinez					X
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
X ELAC voted to consolidate with the SSC. Date <u>March 29, 2017.</u>

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Scott Lamm	<i>Scott Lamm by Wendy McCormick Vice Principal</i>	3/29/17
SSC Chairperson	Norma Raya	<i>Norma Raya</i>	3/29/17

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

McLane - 0335

ON-SITE ALLOCATION

3010	Title I	\$175,056 *
7090	LCFF Supplemental & Concentration	\$433,944
7091	LCFF for English Learners	\$162,306
TOTAL 2017/18 ON-SITE ALLOCATION		\$771,306

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$57,796
Remaining Title I funds are at the discretion of the School Site Council	\$117,260
Total Title I Allocation	\$175,056

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	2523	District Dashboard (Goal 4): CORE Waiver: Four Year Cohort Graduation Rate	8/10*	83.94%	87.91%	N/A ¹	N/A ¹	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	3162	District Dashboard (Goal 4): Percentage of graduates who completed A-G requirements	7/10*	39.95%	37.16%	N/A ²	N/A ²	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	9/9	N/A ³	19.34%	30.99%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	9/9	N/A ³	9.29%	6.84%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	8/10	0.00% ⁴	77.95%	75.08%	65.65%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3178	District Dashboard (Goal 1): Percentage of Advanced Placement (AP) exams passed (scoring 3+)	9/9	12.20%	6.94%	11.24%	N/A ⁵	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	5978	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level English) on the most recent ELA SBAC exam	8/9	N/A ³	2.19%	5.63%	N/A ³	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	5982	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level Math) on the most recent math SBAC exam	9/9	N/A ³	1.43%	0.28%	N/A ³	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common	9/10	N/A ⁷	N/A ⁷	26.04%	28.30%	•LCAP Dashboard - 4PupilAchievement

Formative Assessment

•SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)

<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A ^{8*}	N/A ⁸	N/A ⁸	0.00%	11.68%	•LCAP Dashboard - 4PupilAchievement
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2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	5/10	8.62%	12.85%	13.23%	9.69%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	6/9*	12.70%	19.30%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	7/9	63.27%	67.26%	66.16%	60.87%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	48	ADA Attendance Rate	8/10	91.36%	92.48%	92.94%	92.82%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	9/11	23.87%	21.00%	20.13%	18.00%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance

Number and percentage of students

<input type="checkbox"/>	4849	who are truant as defined by education code (3 or more truancy violations)	10/10	N/A ¹⁰	N/A ¹⁰	86.69%	78.65%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/11	55.19%	0.06%	0.00%	0.06%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	8/10	22.93%	13.90%	18.72%	13.42%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	5/10	0.28%	0.12%	0.12%	0.18%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	6046	Four Year Cohort Dropout Rate: Number and percentage of 9th-12th grade students who dropped out in prior year	7/10*	12.84%	8.57%	N/A ¹¹	N/A ¹¹	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	5/9	60.61%	76.19%	74.29%	54.50%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7131	Number and percentage of 9th-12th Grade Project 2021 students who are A-G on-track as of the most recent grading period	N/A ^{12*}	N/A ¹²	N/A ¹²	N/A ¹²	0.00%	•SQII Index - A-G - On-Track Status (Related)
<input type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	9/10	N/A ¹³	N/A ¹³	55.44%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	10/10	N/A ¹³	N/A ¹³	73.61%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	9/10	N/A ¹³	N/A ¹³	56.63%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: wendy.mccormick - 03/01/2017

Save

McLane High 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain	<input checked="" type="checkbox"/> 1. Academic Performance	<input type="checkbox"/> 2. Social/Emotional Learning (SEL) and Culture & Climate
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School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	30.99	41	

<input type="radio"/> New-Action	<input checked="" type="radio"/> On-going	Reasoning:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Detail the Action

To support the students to meet or exceed grade level standards in English Language Arts, we will develop and implement a system of academic support for students in all classes and after school tutoring that focuses on comprehension of complex grade level texts in all courses, DOK level 3 and 4 tasks, and student ownership through student led inquiry/questioning and collaboration. Accountable Communities will develop common assessments for the purpose of monitoring progress and informing next steps instruction throughout the year, as well as analyzing Common Formative Assessment and Illuminate data to further uncover knowledge gaps and plan appropriate intervention as a team. As a result, our students' growth in English Language Arts will see a marked increase in those meeting and exceeding standards on the CAASSP in the Spring.

SMART Goals

By Fall of 2018, MHS will increase the percentage of students scoring Met or Exceeds Standards on the ELA CAASPP from 30.99% to 41%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):

Timeline:

Principal and VPs

Monthly during 17-18

- FUSD Interim ELA Assessment
- Common Assessments in ELA
- Instructional Practice Guide

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

- Analyzed Student work samples from Accountable Communities show complex tasks associated with the reading of complex texts

Owner(s):

Lead Teachers
Department Chairs

Timeline:

Bi-weekly

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

- Classroom walk through data collected in Instructional Practice Guides demonstrate a consistent use of grade level texts, rigorous tasks, and student ownership of learning.

Owner(s):

Principal and VPs

Timeline:

weekly 17-18

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

- Data chats with goal-setting component prior to Common Formative Assessments and PSATs with Junior students designed and administered by Accountable Communities

Owner(s):

Junior English Teachers
Counselors

Timeline:

Quarterly

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

- IPG data shows evidence of reading comprehension, endurance, and complex thinking classroom practice through formative Assessment from the Accountable Communities and SpringBoard embedded assessments to measure progress in the intervals between Interim assessments.

Owner(s):

Lead Teachers
Department Chairs

Timeline:

Quarterly

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

- IPG data shows evidence of consistent use of the Guaranteed Viable Curriculum SpringBoard or ERWC, that aligns with Scope and Sequence and Common Core Standards for ELA/ELD, with emphasis on focus and recursive standards.

Owner(s):

English Teachers

Timeline:

Daily 17-18

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

- Increase the percentage of students scoring Standards Met or Standard Exceeded on the ELA Common Formative Assessment from 28.04% Q3 16,17; to 39%

Owner(s):

All Teachers

Timeline:

Quarter 3 18

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

- Online Assessment data using Class set of tablets and supporting technologies for junior English classes support SpringBoard online assessments aligned to structure and content of CAASPP throughout the school year.

Owner(s):

Junior English Teachers

Timeline:

Monthly 17-18

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Presentations on support at home in SSC, ELAC, Parent University, Parent Empowerment, and Hmong Parent meetings. Our robust parent community has a meeting opportunity at least once per week. Workshops on parent support at home, Edutext, Parent Portal, and other pertinent information is shared with parents while receiving feedback from them.*
- Data reported out at parent meetings for CELDT, Common Formative Assessments, CAASPP, keeps*

Describe Related Professional Learning:

A monthly whole staff meeting is held on the first early release Tuesday to devote 70-100 minutes for in-depth learning. Overall topics for the year are determined on student assessment data revealing specific areas of need. Data from walk-throughs aligns with the Instructional Practice Guide and Theory of Change tenets also contribute to the necessary Professional Learning topics. Overall Topics relating to comprehension and CAASPP for the year include:

parents up to date on school-wide progress and what each piece of data means as a formative action.

- Counselors present evening parent meetings for each grade level that inform parents of the specific expectations for each year toward successful on-time graduation and a-g completion.
- Back to School and Open House Nights provide opportunities for parents to connect with the individual teachers, counselors, and administrators to answer questions, discuss student issues, and schedule additional meetings as needed.
- Parent Conferences with counselors, vice principals, teachers, throughout the school year provide specific information to parents as to the academic progress of their student(s), as well as create successful supports to fill gaps and overcome challenges.
- School Messenger is used both as a site and by individual teachers to keep parents informed of specific assignments that are due, assessments coming up, parent events, etc. A weekly messenger is sent to all student and staff homes on Sunday evenings to inform all of the events and important assessments for the week to come.

- IPG components of Culture of Learning; Challenging Content; Ownership
- Complex Tasks embedded in Complex Text and Talk for all teachers
- Comprehension strategies and deep analysis of complex grade level texts
- Tier two reading intervention in the classroom
- Creation of assessments using the Illuminate system
- Teacher Technology training to embed more student time on technology
- Reading and interpreting results from Common Formative Assessments and SpringBoard embedded assessments.
- Using collected assessment data, and AC Common assignments to inform instruction

Accountable Communities meet a minimum of twice per month. Teachers gauge student learning and the application of their professional learning along with common assessment results. Teachers follow the Fresno Unified Foundations Accountable Community Template for their minutes and submit to their department supervisor. Overall Topics include:

- Analysis of school-wide and individual student data
- Creation of common assignments and assessments
- Analysis of student work samples
- Lesson and **intervention** planning based on results of common assessments.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Our data reveals that 30.99% of students scored "standard met or exceeded" on ELA CAASPP. With this in mind, students are in need of specific materials, interventions and actions.

- Anchor Texts for English I, II, III,
- Supplemental texts for all content areas
- Supplemental texts and consumables for reading interventions
- Tablets, Carts, and Printers for classroom use
- After school tutoring with referral process for specific skills and knowledge such as developing an argument, relevant evidence, text deconstruction for comprehension.
- Winter break/ Saturday clinics for reading comprehension and writing strategies along with preparation for PSAT, CELDT, and other assessments and projects.
- PLUS teachers pull out students needing specific response to **intervention** for those performing significantly below grade level.
- CAASPP Camp to review skills and knowledge, practice with tasks and additional practice with technology

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

SQII Indicator 2358: Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT. Percentage has been decreasing each of the previous three years. 2015-16 data at 58.71%

- Instruction embedded with California ELD standards for all content areas
- Integrated and Designated ELD
- Bi-lingual glossaries for newcomer students
- Tutoring and **intervention** after school services for EL students
- Workshops on reading comprehension and grade level writing

McLane Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				supplemental materials, etc to support instruction	\$ 2,094.00
1	1	LCFF: EL	Instruction	Books & Other Reference				Supplemental books and other reference materials to support ELs	\$ 3,000.00
1	1	Sup & Conc	Instruction	Other Equip Maintenance				Maintenance for equipment utilized by students and teachers in support of instruction and student learning	\$ 1,000.00
1	1	LCFF: EL	Instruction	Non Capitalized Equipment				Materials, supplies to support ELs in ELA	\$ 15,000.00
Total									\$ 21,094.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	6.84	17	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

*Comprehensive instruction in mathematics that targets focus, coherence, and rigor, as well as student ownership through collaboration and inquiry. With intense and focused professional learning that targets deep learning and solid instructional techniques for teachers, students remain engaged in challenging tasks and real world applications. Interventions in the form of PLUS tier II intervention for Algebra I, and various tutoring and clinic opportunities for all students, mathematics success at high levels will be achieved. McLane will utilize core and plus classrooms for targeting **intervention** students*

SMART Goals

By Fall of 2018, MHS will increase the percentage of students scoring Meets or Exceeds Standard on the Mathematics CAASPP from 6.84% to 17%

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> Evidence of the implementation of professional learning around student understanding of progressions and coherence. Teachers will continue to receive professional learning to navigate and create assessments using the Illuminate tool. 	<p>Owner(s): Principal and VPs</p>	<p>Timeline: weekly</p>
<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> Classroom walk through data collected from literal notes and Instructional Practice Guides demonstrate a consistent use of Guaranteed Viable Curriculum, Scope and Sequence grade level instruction, rigorous tasks, and student ownership of learning. 	<p>Owner(s): Principal and VPs</p>	<p>Timeline: ongoing</p>
<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> Data chat with goal-setting mini lessons prepared for teachers to deliver in Math classes for Common Formative Assessments and CAASPP. 	<p>Owner(s): Junior Teachers</p>	<p>Timeline: quarterly</p>

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

- Data analysis in the Accountable Communities measures progress in the intervals between Common formative Assessments. Student work samples and formative assessments analyzed in Accountable Communities show growth in grade level complex tasks

Owner(s):

Lead Teachers
PLUS Teachers

Timeline:

monthly

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

- Evidence of common formative assessments' analysis in Accountable Communities.

Owner(s):

Mathematics teachers
Lead Teachers

Timeline:

monthly

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

- 6258 - Students meeting or exceeding grade level standards on Interim/CFA. Student increase proficiency on the Common Formative Assessments. By the end of the year, Math will have 120 students scoring meet or exceed standards

Owner(s):

Principal
VPs
Teachers

Timeline:

Three interim assessments during the school year

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

- Evidence of Khan Academy utilized by students to increase skills in all mathematics courses as a supplemental resource

Owner(s):

Mathematics Teachers
Lead Teachers

Timeline:

ongoing

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Presentations on support at home in SSC, ELAC, Parent University, Parent Empowerment, and Hmong Parent meetings. Our robust parent community has a meeting opportunity at least once per week. Workshops on parent support at home, Edutext, Parent Portal, and other pertinent information is shared with parents while receiving feedback from them.
- Data reported out at parent meetings such as CELDT, CAASPP, Common Formative Assessments, keeps parents up to date on school-wide progress and what each piece of data means as a formative action.
- Counselors present evening parent meetings for each grade level that inform parents of the specific expectations for each year toward successful on-time graduation and a-g completion.
- Back to School and Open House Nights provide opportunities for parents to connect with the individual teachers, counselors, and administrators to answer questions, discuss student issues, and schedule additional meetings as needed.
- Parent Conferences with counselors, vice principals, teachers, throughout the school year provide specific information to parents as to the academic progress of their student(s), as well as create successful supports to fill gaps and overcome challenges.
- School Messenger is used both as a site and by individual teachers to keep parents informed of specific assignments that are due, assessments coming up, parent events, etc. A weekly messenger is sent to all student and staff homes on Sunday evenings to inform all of the events and important assessments for the week to come.

Describe Related Professional Learning:

Monthly staff meetings are held on the first Tuesday to devote 70-100 minutes for in-depth learning. Overall topics for the year are determined based on student assessment data that reveals specific areas of need. These topics are also evident on walk-throughs that align with the Instructional Practice Guide and Theory of Change tenets. Overall Topics relating to mathematics for the year include:

- Department trainings focusing on focus, coherence, and rigor of the standards, along with designing real world tasks and applications for student learning.
- Promoting student ownership in learning through organization of collaborative assignments/projects, questioning, group inquiry
- Creation of assessments using the Illuminate system
- Teacher Technology training to embed more student time on technology
- Reading and interpreting results of Common Formative Assessments
- Using formative assessments to guide instruction
- CAASPP Practice

Alternate Tuesdays are Accountable Community meetings where teachers gauge student learning and the application of their professional learning along with common assessment results. Teachers follow the Fresno Unified Foundations Accountable Community Template for their minutes and submit to their department supervisor. Overall Topics include:

- Analysis of school-wide and individual student data

- Creation of common assignments and assessments
- Analysis of student work samples
- Lesson and **intervention** planning based on results of common assessments.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

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

- Incorporation of real world application of mathematical practices through projects and tasks
- Gradual release of instruction model that includes a rich collaborative practice session followed by real world application
- Students download their GVC textbook to personal phones and tablets to have easy access to complete work at home.
- The use of manipulatives during inquiry and problem solving such as: Rods and squares for algebra I, Nets 3D figures for geometry, clinometers for measurement of height, and graphing using Excel on tablets
- Full integration of technology into lessons promotes real world applications such as engineering, IT skills
- Dedication to Fresno Unified Scope and Sequence in all mathematics classrooms
- After school tutoring with using referral system, but allowing for walk-in support as well
- Lunchtime walk-in tutoring a minimum of 3 times per week offered to any student
- PLUS teacher support in classrooms and as pull out skill support will help tier II **intervention** in Algebra I classrooms.
- CAASPP Camp to review skills and knowledge, practice with tasks and additional practice with technology
- Students will receive training and practice taking formative common assessments using the Illuminate program and SBAC practice assessments

- Instruction embedded with California ELD standards for all content areas
- Integrated and Designated ELD
- Bi-lingual glossaries for newcomer students
- Primary Language support in Dual Immersion pathway and **intervention** support in Algebra and Geometry.
- Bi-lingual Tutoring and additional after school services for newcomer EL students
- Targeted language support to break down task directions and problem solving activities
- EL Resources with GVC Big Ideas along with digital access to Spanish textbook.

McLane Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Title 1 Basic	Instruction	Materials & Supplies				Technology, books, materials, supplies, etc to support instruction	\$	10,000.00
2	1	LCFF: EL	Instruction	Materials & Supplies				Materials, supplies to support ELs in Math	\$	14,323.00
Total									\$	24,323.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	13.23	18	
2358 - EL's not advancing at least one proficiency level in Re-designation	66.16	77	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Implement a comprehensive support system that creates academic achievement among English Learners including high powered strategies and scaffolds to support academic and language development, leading to increased proficiency, academic growth, and redesignation. Accountable Communities will determine how English Learners are achieving in comparison to English only students, identify gaps in skills and knowledge, and create mini lessons and collaborative opportunities to bridge these gaps. Bi-lingual tutors are available after school for EL students, and trained bi-lingual peer helpers support English acquisition in beginning level English learner classroom. Students and teachers will set goals and monitor progress leading on on-time graduation and post-secondary options.

SMART Goals

By Fall 2018, McLane High School will increase the percentage of English Learner students who advance at least one proficiency level on the English Learner annual assessment, from 66.16% to 77%, while positively impacting the redesignation rate from 13.23% to 18%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

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

Owner(s):

Head Counselor
Counselors

Timeline:

August 2017

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

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

Owner(s):

Head Counselor
Counselors
AP Coordinator
Teachers

Timeline:

August 2017
Reviewed each semester

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

- Analysis of baseline data to identify current progress over previous year and determine new and continued areas of need. Data includes:
 - ELCAP/English Assessments. Results for baseline and proficiency growth
 - Common Formative Assessments measure progress on standards
 - Illuminate Assessments in English measure growth toward CCSS ELA
 - CAASP/SBAC Results for English and Math

Owner(s):

Principal
Vice Principals
Lead Teachers
Teachers

Timeline:

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

- PLUS Teachers conduct data chats and goal-setting meetings to support progress toward redesignation prior to ELCAP/ English Assessment, Common Formative Assessments, and CAASPP.

Owner(s):

Vice Principals
PLUS Teachers

Timeline:

September 2017
January 2018
May 2018

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

- Walkthrough data analysis of reading comprehension classroom practice tasks to measure progress toward redesignation criteria

Owner(s):

Lead Teachers
PLUS Teachers
Administrators

Timeline:

monthly

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

- Semester Grade Reports reflect students are successfully passing all classes with a letter grade of C or higher for A-G credit.

Owner(s):

Lead Teachers
Accountable Communities
Counselors
Head Counselor

Timeline:

quarterly

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

- Accountable Community formative assessment results are analyzed and results lead to reteach, refine, or extension of student learning.

Owner(s):

Lead Teachers
Accountable Communities

Timeline:

monthly

Explain the Targeted Actions for Parent Involvement (required by Title I):

McLane works in partnership with our parents and community members. We recognize these members as vital to our system of student support leading to success. Parents receive up to date information regarding individual student performance via Edutext and ATLAS parent portal, along with site and district information via school messenger, newsletters, teacher web sites, and regularly scheduled meetings such as the following:

- English Learner Advisory Council quarterly meetings keep English Learner parents up to date on site performance for EL matters and acts as a feedback loop for parent ideas, comments, and concerns. Input is solicited for making our system run more efficiently in areas of school to home communication, and

Describe Related Professional Learning:

Teachers will receive professional learning determined by site data: CELDT, English Assessments, EL Redesignation Goal-setting Report, Common Formative Assessments, Illuminate, and CAASPP. In addition, data collected from the Instructional Practice Guide and Fresno Unified Initiatives will drive the learning that specifically supports English Learners.

Topics include, but are not limited to:

- All teachers receive professional learning on strategies to support student comprehension of grade level text. Specific skills that develop the ability to engage in close reading, annotate and extract pertinent

supports in place for our English Learners.

- *Individual Parent conferences with counselors and teachers to report on progress, assessment results, resources to support English Learner achievement.*
- *Grade Level Counselor meetings provide specific information based on graduation, a-g on track and completion, earning credits, additional support, tutoring, and credit recovery.*
- *Parents of re-designated students will be advised of their students' success and given information on continued academic and proficiency growth.*
- *Weekly Parent Empowerment meetings organized by our Community Liaison will provide important presentations on EL success, parent support in the home for academics, attendance, and keeping students on-track.*
- *Assessment results for CELDT/ English Assessment provided and interpreted for parents annually. Results are also mailed home in parents' primary language.*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- *Students will be actively involved in using their own achievement and proficiency data to set goals for growth.*
- *Direct instruction in academic writing skills, reading comprehension and analysis, and academic discussion skills in all content classroom settings.*
- *Resources, both written and digital, for classroom use to support additional language development*
- *Utilize PLUS teachers as RTI support for knowledge gaps in freshmen LTEL students.*
- *After school tutorial through ASSETs After School Program*
- *Arranged tutoring and small group support through classroom teachers.*
- *Small group support for Freshmen through PLUS teachers and Link Learning model.*
- *Two BIAs to support newcomer students in content classes*
- *Migrant support in the way of extra classroom support, tutoring, and materials*
- *Class technology to support better English reading, writing, and speaking for ELD students.*
- *Primary Language intervention support provided for newcomers in select content classes during the school day. After School Program referrals for additional intervention support with EL bi-lingual Tutors*

information, analyze texts, and cite relevant evidence.

- *Designated ELD skills to break down complex sentence structures and phrases to better comprehend texts.*
- *ELD/ELA Standards are written to support all proficiency levels of English learners in content classrooms. Teachers will be trained on how to utilize these standards to support access for ELs to the Common Core Literacy standards and build Academic Language.*
- *Continue professional learning on appropriate scaffolds and strategies to support complex text, talk, and tasks in all classrooms, such as Socratic seminar, sentence frames and sentence starters.*
- *Current Redesignation Criteria and interpretation of criteria data*

Other Professional Learning opportunities

- *District led professional learning tied to Guaranteed Viable Curriculum*
- *Seminars and conferences specifically designed to support English Learner instruction*
- *Training for extended student learning opportunities*

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

All monitoring and services described in Action #3

- **Intervention:** EL students scoring significantly below grade level reading will meet in flexible **intervention** groups through PLUS teachers every other week until they reach a SBAC to trigger resignation.

McLane Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.3750			\$ 11,028.00
3	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Teacher supplemental to support EL student achievement	\$ 12,433.00
3	1	LCFF: EL	Instruction	Books & Other Reference				Books and other supplemental resources to support EL student achievement	\$ 2,000.00
3	1	LCFF: EL	Parent Participation	Materials & Supplies				Materials and supplies to support parent participation, specifically ELs	\$ 2,000.00
3	1	LCFF: EL	Parent Participation	Books & Other Reference				Books and other reference materials/supplies to support parent participation, specifically ELs	\$ 1,000.00
3	1	LCFF: EL	Parent Participation	Direct-Graphics (Dr)				Graphics and materials to support parent participation and parent activities	\$ 3,000.00
3	1	LCFF: EL	Parent Participation	Direct-Food Services (Dr)				Food services and supplies to support parent participation for EL students	\$ 3,000.00
3	2	LCFF: EL	Instruction	Direct Transportation (Dr)				Transportation for ELs for events, activities in support of student learning	\$ 1,000.00
3	2	Sup & Conc	Parent Participation	Direct Transportation (Dr)				Transportation for parents to support parent participation for ELs	\$ 3,066.00
3	2	LCFF: EL	Instruction	Direct Transportation (Dr)				Transportation to support parent participation for ELs	\$ 1,000.00
3	2	LCFF: EL	Instruction	Direct-Other (Dr)				Support for CELDT assessments with EL students	\$ 5,000.00
								Total	\$ 44,527.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3162 - Graduates who completed A-G requirements	37.16	50	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

To ensure our graduates complete all A-G requirements for 4 year post- secondary education, we will develop and implement a comprehensive counseling and academic guidance program to include monitoring student academic progress, identifying tiered support for students to receive appropriate intervention(s), and the development of an individualized academic plan for each student to maximize opportunities to recover deficient grades and credits on a year-round basis, including but not limited to ACCESS, APEX, Edgenuity, extended day (concurrent), extended learning (summer), and enrichment learning opportunities.

SMART Goals

By Spring 2018, McLane High School will increase the percentage of graduates meeting A-G requirements by 10% from 37.16% to 50% as measured by semester grades of A, B, and C earned in A-G approved courses.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> Master Schedule: Placement of all students in A-G approved courses. Individual transcript analysis for each student and utilizing the A-G Course Monitoring Tool on the Equity and Access Beta Tool to identify A-G course deficiency and/or subject borderline. Monitoring A-G course subject enrollment by grade level to ensure every student is enrolled in the required A-G courses <p>9th = enrolled in 4 a-g courses minimum 10th = enrolled in 5 a-g courses minimum 11th = enrolled in 5 a-g courses minimum 12th = enrolled in 5 a-g courses minimum</p>	<p>Owner(s): Head Counselor Counselors</p>	<p>Timeline: Quarterly</p>
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<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> Analysis of student academic progress in classes and provide intervention as appropriate (referral to afterschool tutoring, parent conferences, individual and small group counseling conferences) 	<p>Owner(s): Head Counselor Counselors</p>	<p>Timeline: monthly</p>
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Details: Explain the data which will specially monitor progress toward each indicator target

- *Master Calendar shows students will receive grade level classroom presentations every quarter where students are provided with information on course requirements to meet graduation and A-G. Students will receive individual print outs of current grades and transcript of individual graduation and A-G progress. Students will participate in analysis of achievement data and goal-setting.*

Owner(s):

Head Counselor
Counselors

Timeline:

quarterly

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

- *Beta Tool Analysis: Students who are A-G deficient and subject borderline will be identified through the Equity and Access beta tool. Identified students will be enrolled in credit recovery through ACCESS, APEX, Edgenuity and concurrent extended day credit recovery on site, Extended Learning Summer Program, and/or Cesar Chavez Adult School.*

Owner(s):

Head Counselor
Counselors

Timeline:

quarterly

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

- *Analysis of progress reports identify students with D/F grades in A-G core classes will have parent/teacher conferences with referral for after school tutoring.*

Owner(s):

Head Counselor
Counselors

Timeline:

quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Weekly Parent Meeting (English, Spanish, Hmong) will include quarterly workshops to review college requirements, A-G courses available at McLane High School and A/B/C grade requirements to meet A-G

- *Enrolling parents in Edutext program to receive daily text message of student grades and attendance*
- *Training parents how to use ATLAS to monitor and review student grades, attendance, credits*
- *Parent modules (4 week classes) for parents to learn ways to support and monitor student progress for success, how to partner with the school (teachers, counselors, coaches, administrators), appropriate course placement for each grade level (9th through 12th) to meet graduation and A-G requirements, credits required to be on track to graduate, difference between graduation requirements and A-G requirements, college and post-secondary opportunities for students*
- *Grade level parent nights in 1st quarter to provide parents with opportunity to meet counseling team, learn about graduation and A-G requirements, review student course schedule, learn about opportunities to support student achievement and post-secondary options*
- *Individual parent, teacher, counselor conferences to review and modify individual academic plan to include support and set goals for students who are failing A-G core classes, are A-G deficient, and/or subject borderline*
- *Information (verbal, written) provided to parents in English, Spanish and Hmong*
- *Parent/Student college visit opportunities*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- *All students will receive individual and/or small group counseling with assigned academic school counselor*

Describe Related Professional Learning:

- *District head counselor meetings for head counselor and counselor(s) aspiring to be head/lead counselor*
- *District counseling professional learning with Trish Hatch for counseling team*
- *District counseling trainings and workshops for counseling team*
- *Microsoft Excel training for counseling team*
- *CSU/UC/SCCCD/Private/Vocational Colleges trainings and workshops for counseling team*
- *Master schedule training for head counselor and counselor(s) aspiring to be head/lead counselor*
- *ATLAS reports and ATLAS Explorer training for counseling team*
- *Equity and Access Beta Tool training for counseling team*
- *Weekly counseling team meetings where counselors follow FUSD counseling and career readiness calendar to complete the following:*
 - *Review current counseling and guidance related initiatives*
 - *Analyze trend data for academic indicators related to A-G, graduation, college readiness, post-secondary*
 - *Develop action plan to provide targeted intervention and services for identified students*

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

- *EL students will be provided with opportunities to take courses to help them meet A-G requirements as*

a minimum of once a quarter to review course placement and progression, A/B/C grades to meet A-G requirements, create individual academic success plan including credit recovery as needed

- Develop individualized academic plan for each student with focus on grade, credits, A-G progress. Each student will meet with counselor a minimum of once per quarter on individual or small group for data chat on current grades, credits, A-G progress, review individual academic plan and make changes as needed to academic plan, set benchmark goals for follow up.
- Students in Tier 3 (grades, behavior and/or attendance) will receive individual counseling conference with parent/guardian and teachers to develop intervention plan to support student success
- All students will be provided with opportunity to receive additional support and tutoring from teacher and through tutoring center in McLane's Afterschool program
- Students will participate in A-G electives in Visual and Performing Arts
- College Rep presentations

applicable through credit recovery and/or Extended Learning Summer Program (ELSP), specifically in English Language Arts, as ELD Beginning/Intermediate does not currently meet English A-G requirement.

- EL students who are identified for the Migrant Program will receive additional tutoring and academic support from McLane's on-site Migrant Tutoring Program.
- Information (verbal, written) provided to students in English, Spanish and Hmong

McLane Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	1	Title 1 Basic	Instruction	Direct Transportation (Dr)				Transportation to support students with events to increase A-G completion	\$	1,000.00
4	1	Sup & Conc	Instructional Library, Media & Technology	Materials & Supplies				Materials, supplies, technology, etc to support student learning and instruction	\$	10,000.00
Total									\$	11,000.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
2523 - Total graduation rate	87.91	95	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

To support on-time, four year McLane graduates, we will develop and implement a comprehensive counseling and academic guidance program that includes monitoring of student academic progress, early identification of students who are credit deficient and/or at-risk of being credit deficient and providing appropriate intervention(s) to maximize support to provide student with maximum opportunities to earn or recover graduation credits through creating individual academic plans, goal setting, and enrollment in the various credit recovery programs through the year such as ACCESS, APEX, Edgenuity, winter intersession, extended day (concurrent) and extended learning (summer).

SMART Goals

By June 2018, McLane High School will increase the # and percentage of 12th grade students on track for graduation in four years from 87.91% to 95% as measured by course completion and current course enrollment using Fresno Unified School District graduation matrix.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target <ul style="list-style-type: none"> Master Schedule analysis: Placement of all students in required courses based on grade level and credit deficiency. Individual transcript analysis for each student and utilizing reports available in ATLAS and Equity & Access Beta Tool to identify students who are on track with credits, at-risk for credit deficiency, and credit deficient. 	Owner(s): Head Counselor Counselors	Timeline: quarterly
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Details: Explain the data which will specially monitor progress toward each indicator target

- Monitoring course enrollment by grade level to ensure every student is enrolled in the correct core course. Minimum enrollment in 6 classes per grade level 9th –12th.
9th = English, Math, Science, PE (or course eligible for PE credits), 2 Electives
10th = English, Math, Science, Social Science, PE (or course eligible for PE credits) and/or Elective(s)
11th = English, Math, Science, Social Science, 2 Electives (If 10th grade PE was deferred, will have PE course and 1 elective)
12th = English, Math, Science, Social Science, 2 Electives (If 10th grade PE was deferred and not yet taken, will have PE course and 1 elective)

Owner(s):

Head Counselor
Counselors

Timeline:

quarterly

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

- Monitor, assess and review student course placement to ensure students have opportunity to meet graduation requirements through utilizing ATLAS reports and Equity and Access Beta Tool. Provide intervention as appropriate (referral to after school tutoring, parent-teacher conferences, individual and small group counseling conferences).

Owner(s):

Head Counselor
Counselors

Timeline:

quarterly

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

- Counselor caseloads analyzed: Each student will have individual academic plans created with data on credits earned, current courses in progress, progress and plan to complete graduation requirements. Each student will meet with counselor a minimum of once a quarter individually and/or in small group to review data and plan in the individual academic plan, set goals and benchmarks, enroll/plan for credit recovery opportunities.

Owner(s):

Head Counselor
Counselors

Timeline:

quarterly

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

- Master Calendar shows students will receive grade level classroom presentations a minimum of once a quarter where students are provided with their transcript, individual academic plan. Students will review their current progress with meeting graduation requirements and make adjustments as needed to recover credits through enrolling in the different credit recovery options such as ACCESS, APEX, concurrent extended day, and/or extended learning summer program.

Owner(s):

Head Counselor
Counselors

Timeline:

quarterly

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

- *At the start of each semester, students who are credit deficient by more than 10 credits will have parent-teacher-counselor conferences to discuss credit deficiency, risk of not graduating on time, referral to after school tutoring program, enrollment in credit recovery program(s), make changes to individual academic plan to reflect changes needed to provide students with most opportunities to recover credits from previous failing grades.*

Credits earned each semester to be on track to graduate are as follows:

End of 1st semester of 9th grade = 30 credits completed

End of 2nd semester of 9th grade = 60 credits completed

End of 1st semester of 10th grade = 90 credits completed

End of 2nd semester of 10th grade = 120 credits completed

End of 1st semester of 11th grade = 150 credits completed

End of 2nd semester of 11th grade = 180 credits completed

End of 1st semester of 12th grade = 210 credits completed

End of 2nd semester of 12th grade = at least 230 credits completed to graduate

Explain the Targeted Actions for Parent Involvement (required by Title I):

- *Weekly Parent Meeting (English, Spanish, Hmong) will include quarterly workshops to review graduation course requirements, grades required to earn credits, and when credits are earned (end of semester in December and June).*
- *Enrolling parents in Edutext program to receive daily text message of student grades and attendance. Training parents how to use*
- *ATLAS to monitor and review student grades and attendance*
- *Training for parents to access ATLAS student system to monitor student grades and attendance, correlation between attendance, grades and credits*
- *Parent modules (4 week classes) for parents to learn ways to support and monitor student progress for success, how to partner with the school (teachers, counselors, coaches, administrators), appropriate course placement for each grade level (9th through 12th) to meet graduation requirements, credits required to be on track to graduate, difference between graduation requirements and A-G requirements, college and post-secondary opportunities for students*
- *Grade level parent nights in 1st quarter to provide parents with opportunity to meet counseling team, learn about graduation and A-G requirements, review student course schedule, learn about opportunities to support student achievement and post-secondary options*
- *Information (verbal, written) provided to parents in English, Spanish and Hmong*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- *All students will receive individual and/or small group counseling with assigned academic school counselor*

Owner(s):

Head Counselor

Counselors

Timeline:

at each semester

Describe Related Professional Learning:

District head counselor meetings for head counselor and counselor(s) aspiring to be head/lead counselor

- *District counseling professional learning with Trish Hatch for counseling team*
- *District counseling trainings and workshops for counseling team*
- *Microsoft Excel training for counseling team*
- *CSU/UC/SCCCD/Private/Vocational Colleges trainings and workshops for counseling team*
- *Master schedule training for head counselor and counselor(s) aspiring to be head/lead counselor*
- *ATLAS reports and ATLAS Explorer training for counseling team*
- *Equity and Access Beta Tool training for counseling team*
- *Weekly counseling team meetings where counselors follow FUSD counseling and career readiness calendar to complete the following:*
 - *Review current counseling and guidance related initiatives*
 - *Analyze trend data for academic indicators related to A-G, graduation, college readiness, post-secondary*
 - *Develop action plan to provide targeted intervention and services for identified students*

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

- *EL students will be provided with opportunities to take courses to help them meet A-G requirements through*

a minimum of once a semester to review course placement and progression, A/B/C grades to meet A-G requirements, create individual academic success plan

- Students in Tier 3 (grades, behavior and/or attendance) will receive individual counseling conference with parent/guardian and teachers to develop intervention plan to support student success
- Multiple Credit recovery opportunities: Edgenuity, APEX, Night School, Summer School, Winter PE
- D/F and grade reports discussed with students
- Freshmen student interventions with at-risk students by end of semester 1
- All students will be provided with opportunity to receive additional support and tutoring from teacher and through tutoring center in McLane's Afterschool program

credit recovery and/or Extended Learning Summer Program (ELSP), specifically in English Language Arts, as ELD Beginning/Intermediate does not currently meet English A-G requirement.

- EL students who are identified for the Migrant Program will receive additional tutoring and academic support from McLane's on-site Migrant Program.
- Information (verbal, written) provided to students in English, Spanish and Hmong

McLane Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	1	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Assistant, School Office	0.5000			\$ 26,086.00	
5	1	LCCF: EL	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Assistant, School Office	0.5000			\$ 26,086.00	
5	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher - substitutes to support instruction and student achievement	\$ 23,242.00	
5	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher - supplementals to provide additional support to instruction and student achievement	\$ 98,286.00	
5	1	Sup & Conc	Instruction	Other Classified-Supplemental				Classified supplementals to support instruction and student achievement	\$ 6,028.00	
5	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Teacher - substitutes to support instruction and student learning	\$ 5,813.00	
5	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher - supplementals to support instruction, student learning, climate and culture	\$ 28,195.00	
5	1	Sup & Conc	Instruction	Materials & Supplies				Technology, materials, supplies, etc to support instructional and counseling needs of students	\$ 57,350.00	
5	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology, books, supplies, materials, equipment, etc to support instruction	\$ 47,495.00	
5	1	Title 1 Basic	Parent Participation	Prof/Consulting Svc & Operating				Speakers and consultants to support parent participation	\$ 3,000.00	
5	1	Title 1 Basic	Parent Participation	Communications				Communication services, materials, goods to support parent participation in the school	\$ 3,663.00	
5	1	Sup & Conc	In-House Instructional Staff Development	Travel				Travel related costs for school administration professional learning and networking for improving student achievement, instruction, and/or climate/culture	\$ 5,000.00	
Total									\$ 330,244.00	

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	92.91	95	
5942 - Chronic absenteeism rate	20.13	15	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Increase overall daily attendance for students in grades 9 through 12 by creating a system of support and accountability that includes all stakeholders to support students with chronic attendance issues. A procedure to ensure that students absent due to sports and school related events are coded correctly along with social emotional support through our counselors for students missing more than 5 % of time in class will reduce the percentage of students who are chronically absent.

SMART Goals

By June 2018, McLane High School will decrease the number and percentage of students who are chronically absent (attendance rate of 90% or less) from 20.13% to 15%, while positively impacting our daily attendance rate from 92.91% to 95%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Monthly Attention to Attendance meetings sign in sheets indicate parents accountable for encouraging students to attend on time every day. This also clears up mislabeled tardies and absences due to school sports and events.

Owner(s):

Administrators
Attendance Team

Timeline:

monthly

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

- Daily attendance reports hold teachers accountable to take attendance within 10 minutes of the beginning of each period.

Owner(s):

Attendance Team

Timeline:

daily

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

- Coach Attendance/Team Rosters and Attendance for games. Accurate communication system of reporting students absent due to sports and school events prior to the events. In this way, teachers do not mark a student as absent instead of school business code.

Owner(s):

Attendance Team
Athletic Director
Coaches
Event Coordinators

Timeline:

daily

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

- Analysis of daily attendance Logs. Daily phone contact by attendance team to parents of absent students clears excused absences and clear erroneous marks prior to 24 hours

Owner(s):

Attendance Team

Timeline:

daily

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

- Attendance rosters show resolved absences. Counselor phone or personal conference with parent for fourth tardy or uncleared absence.

Owner(s):

Head Counselor
Counseling Team

Timeline:

daily

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

- CWA Records indicate home visits for chronic attendance referrals. These are students whose contacts are not active in ATLAS or yellow emergency cards. Community Liaison will visit home to determine appropriate code for multiple day absences and obtain up to date contact information.

Owner(s):

Administrators
Attendance Team
Home School Liaisons

Timeline:

daily

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Attention to attendance monitoring meetings with attendance team and administrator give an opportunity for face to face communication to parents. At these meetings, the parents meeting directly with the attendance team and an administrator. Administrators explain the importance of on-time daily attendance as a critical component of overall student success. Parents are able to look at student attendance records and clear any unexcused absences as well as see patterns for tardies and periods missed.
- Parent meetings: School Site Council, ELAC, Bi-Weekly Hmong Parent Meeting, Weekly Spanish Parent Meeting. McLane has a robust parent community and misses no opportunity to bring these parents on board as critical partners in student success. Presentations by our attendance team, administrative team, and various coordinators and community partners inform parents of expectations and appropriate reporting procedures for missed classtime. Parents learn how keeping attendance above 95% ensures a greater likelihood of success in the classroom as well as a feeling of connectedness on the campus.
- Parents are able to have real time access to student attendance and grades through the ATLAS Parent Portal and EduText access. Parents can contact the site quickly to correct errors, determine issues that require student intervention and support, and locate students who are missing from class.
- Home visits for at-risk student parents for problem solving and information
- Parents receive regular information about attendance procedures, importance, and support from our quarterly Parent Newsletter and weekly Principal School Messenger. The importance of attendance for success is a common theme for each of these communications.

Describe Related Professional Learning:

For Attendance Team:

- Parent and student follow-up procedures
- Process for accurate attendance for students on sports teams, field trips, and events.
- New electronic certification reports

For Teachers:

- Accurate and timely attendance procedures every period, every day.
- Process for attendance verification report
- Data analysis of attendance as a site. Emerging trends for tardies and absences by periods or months to plan intervention.
- Attendance reporting for students on fieldtrips, sporting teams, or special events such as choir and band festivals, etc. Teachers supervising these activities will learn the proper procedures for informing attendance team and other teachers of the event/absence. Teachers with students missing due to these events must also receive training on appropriate attendance procedures

For Coaches and Event/Field Trip Organizers:

- Training for coaches and event coordinators receive training on accurate procedures to clear student absences due to participation in sports, events, and fieldtrips.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

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

- Advisory lesson utilizing information in the student agendas on in the importance of being in school on time every day. Students learn how attendance impacts their overall success.
- Grade level rallies reinforce the importance of continuous attendance with recognition for perfect attendance.
- Encouragement and incentives for steadily improved, on-time attendance
- "Great Attendance" weekly drawings for small incentives and recognition
- Importance notices and information available to newcomer students in their primary language.

McLane Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Assistant, Attendance Records	0.7500			\$ 42,103.00
6	2	LCFF: EL	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Assistant, Attendance Records	0.2500			\$ 14,035.00
6	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Hmong	1.0000			\$ 56,360.00
6	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Sch/Community Spanish	1.0000			\$ 55,885.00
6	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Substitute				Classified support - substitute for attendance related support and services	\$ 5,409.00
6	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Substitute				Classified Support - Substitute to support daily student attendance needs	\$ 6,489.00
6	2	Sup & Conc	Parent Participation	Materials & Supplies				Materials and supplies needed for parent participation	\$ 7,500.00
6	2	LCFF: EL	Parent Participation	Materials & Supplies				Materials and supplies to support parent participation for improving student attendance	\$ 1,000.00
6	2	Sup & Conc	Parent Participation	Direct Transportation (Dr)				Direct transportation for parent participation	\$ 5,000.00
6	2	LCFF: EL	Instruction	Direct-Graphics (Dr)				Graphics, supplies and materials	\$ 5,000.00
6	2	Sup & Conc	Parent Participation	Direct-Food Services (Dr)				Food services and supplies for parent participation	\$ 3,000.00
6	2	Title 1 Basic	Parent Participation	Materials & Supplies				Materials and supplies to support parent involvement and participation	\$ 2,557.00
6	2	Sup & Conc	Parent Participation	Communications				School-to-Home parent communication such as flyers, newsletter, attendance and grade reports, etc	\$ 5,000.00
6	2	LCFF: EL	Attendance & Social Work Services	Local Mileage				Mileage for attendance related services to support student attendance	\$ 2,281.00
								Total	\$ 211,619.00

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	18.72	10	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

McLane will reduce the number of suspensions by 8.7% with a focus on freshmen students by creating a system of support that allows students to work at resolving conflicts prior to actions leading to suspension. This will be accomplished by utilizing our Restorative Practices coach to be a positive presence in classrooms and in the restorative room, raising up peer mentors that are fully trained to lead restorative circles and conversations. In addition, re-entry suspended students and their parents will greatly reduce the number of repeat suspensions. We will leverage our Link Crew and leadership classes to support the transition of freshmen into the high school experience successfully, and finally, continue to build important relationships on our campus through month class meetings and activities.

SMART Goals

By June 2018, MHS will reduce the number of students who have been suspended or expelled from 18.7% to 10%

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> Restorative Coordinator visits freshmen classrooms on a monthly basis 	<p>Owner(s):</p> Restorative Coordinator Restorative Teacher	<p>Timeline:</p> monthly
<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> Data from Re-engagement Center analyzed. All student conflict and verbal altercations will require referral for mediation and circle with Restorative Coordinator and/or Restorative Practices Counselor. Increase of Restorative Mediation and Circles facilitated by Restorative Coordinator and/or Restorative Practices Counselor. 	<p>Owner(s):</p> Restorative Coordinator Restorative Teacher	<p>Timeline:</p> monthly

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

- Data from Re-Engagement Center analyzed. Mandatory re-entry mediation circles for students returning from suspensions.

Owner(s):

Vice Principals
Restorative Coordinator
Restorative Teacher

Timeline:

monthly

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

- Calendar entries showing Freshmen assemblies/activities with emphasis on conflict resolution and Goal 2 involvement

Owner(s):

Administrators
Campus Culture Director
Restorative Teacher
School Social Worker

Timeline:

September 2017 and February 2018

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

- Link Crew mentoring; pairing upperclassmen link crew leaders with freshmen students for on-going support

Owner(s):

Campus Culture Director

Timeline:

quarterly

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

- Utilize Restorative Student Mediators to support single student chats

Owner(s):

Restorative Coordinator
Restorative Teacher

Timeline:

weekly

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

- Monthly Class Meetings to promote positive relationships and transparent communication

Owner(s):

Restorative Coordinator
Advisory Team

Timeline:

monthly, August 2017-June 2018

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

- Plus Teachers mentor identified at-risk freshmen students for a minimum of one semester

Owner(s):

PLUS Teachers

Timeline:

August and January

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

- Freshmen Orientation prepares new students to have a positive start and full knowledge of expectations prior to their entry into McLane

Owner(s):

Administrators
Counselors
Campus Culture Director

Timeline:

August 2017

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

- Restorative Practices process outlined in student handbook and reviewed with students periodically

Owner(s):

- Administrators
- Restorative Counselor
- Restorative Teacher

Timeline:

quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parent participation in re-entry circles as appropriate
- Parent contact with updates on student progress
- Restorative process shared at parent meetings
- Parent meetings/Back to School Night/Freshmen Orientation/Middle School Recruitment events
- Parent Newsletter
- Participation in Youth Court

Describe Related Professional Learning:

- On-going Restorative Practices training for all staff focusing on de-escalation strategies and non-confrontational behavior management to keep more students in classrooms and reduce the number of referrals.
- Restorative Practices related protocols,resources, materials, and supplies
- Seminars and conferences to support Restorative Practices
- Information on ED code for teachers

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Conflict resolution strategies during Advisories and Class Meetings
- Anger Management workshops and small group sessions
- Training for student mediators and link crew leaders/members
- Materials and Supplies
- Class Meetings
- Opportunities to participate and attend Youth Court proceedings
- Part time classified assistant to support Restorative Practices communication and protocols

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

- Resources, materials, and supplies available in Spanish for newcomers

McLane Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.3750			\$ 20,672.00
7	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.3750			\$ 20,672.00
7	2	Sup & Conc	Security	Classified Support-Regular	Assistant,Campus Safety	0.7500			\$ 42,116.00
7	2	LCFF: EL	Security	Classified Support-Regular	Assistant,Campus Safety	0.2500			\$ 14,039.00
7	2	Sup & Conc	In-House Instructional Staff Development	Prof/Consulting Svc & Operating				Professional consultants, presenters, etc for staff and/or administration professional learning	\$ 5,000.00
Total									\$ 102,499.00

Action # 8

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	74.29	82	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

McLane will improve student participation in Goal 2 activities, as evidenced by ID cards scanned at events, and Engagements entries in ATLAS. The McLane regions will articulate a communication system that will encourage participation in sports, arts, and activities from elementary through high school by providing a wide variety of options to appeal to a greater number of students. Ongoing visits to the elementary and middle school along with parents as partners will increase the sense of community on the campus. Working with our Link Crew Leaders to mentor and support our freshmen class, we intend to connect students with our school quickly through sports, clubs, and events, knowing that connection to the school also increases academic success and decreases behavior issues in the classroom.

SMART Goals

By June 2018, MHS will increase the overall percentage of students participating in Goal 2 activities from 74.29% to 82%, an increase of 7.71%. As Recorded in Engagements.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> Host regional events for feeder school, community, parents and students on a regular basis. Events include McLane Clubs and performance groups visiting our regional middle schools one group per month to encourage participation. McLane presence at feeder school open house events, eighth grade student campus visits, and parent information nights 	<p>Owner(s):</p> Administration Campus Culture Director Head Counselor Counselors ASP Coordinator	<p>Timeline:</p> ongoing
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Details: Explain the data which will specially monitor progress toward each indicator target

- Recruit additional Link Crew Members and host freshmen events and supports throughout the year to include and mentor new McLane students.

Owner(s):

Administration
 Campus Culture Director
 Head Counselor
 Counselors
 ASP Coordinator

Timeline:

ongoing

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

- Meeting agendas show Vertical articulation among regional administration to collaborate on regional goals and events to encourage goal two participation throughout the elementary, middle, and high school.

Owner(s):

Principals and VPs
 Athletic Director
 Campus Culture Director
 ASP Coordinator
 Music Department Chair

Timeline:

monthly

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

- Master Calendar shows Noontime club rush two times per year focusing on increase of club membership. Each club given an additional noontime presentation opportunity to encourage more students of color to join at least one club.

Owner(s):

Campus Culture Director
 Club Sponsors

Timeline:

August 17 and January 18

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

- Master Calendar indicates an Increase in the variety of after school events to attract a wider range of attendance. Examples include "Welcome Back to School" pool party, Coco and cookies before winter break gathering, "Spring Fever", as well as other events.

Owner(s):

ASP Coordinator
 Campus Culture Director
 Class Sponsors

Timeline:

monthly

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

- Attendance Data indicates an Increase in participation in academic extra-curricular opportunities such as Academic Decathlon, Mock Trial, Science Olympiad.

Owner(s):

Teacher Sponsors
 Department Chairs

Timeline:

weekly

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

- Disproportionality addressed: MHS will reduce the percentage of students not participating in Goal 2 activities whose subgroups have a negative disproportionality greater than 10%,

Owner(s):

Administrators
 Campus Culture Director
 Athletic Director
 Music Department Chair

Timeline:

June 2018

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

- ATLAS records of engagements indicates that 10% more students attend clubs, after school program, sporting events, and after hours events than the prior year

Owner(s):

Administrators
ASP Coordinator
Campus Culture Director
Athletic Director
Music Department Chair

Timeline:

June 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

- *Work with feeder school administrators to create parents presentations for 8th grade parents regarding clubs, events, and sports at McLane.*
- *Presentations for McLane parents during SSC, ELAC, Parent University, Parent Empowerment, and Hmong Parent, and counselor grade level parent meetings. Our robust parent community has a meeting opportunity at least once per week.*
- *Parent Booster Club to support and fundraise for Music and Athletics*
- *Back to School and Open House Nights provide opportunities for parents to learn about extra curricular opportunities, connect with coaches and club sponsors, counselors, and administrators to answer questions, discuss student issues, and schedule additional meetings as needed.*
- *School Messenger is used both as a site and by individual teachers to keep parents informed of specific events and recruiting periods for sports and clubs coming up. A weekly messenger is sent to all student and staff homes on Sunday evenings to inform all of the events and important assessments for the week to come.*
- *Senior Nights and communication of required community service component by athletic teams*
- *Performances by Music, Drama, and Art programs*
- *Increase of promotional material for events - Dances, special events, concerts, plays*

Describe Related Professional Learning:

- *Advisory lessons and class meeting protocols for all McLane Staff*
- *Engaging students through extra-curricular activities to minimize behavioral and academic issues in the classroom*
- *Athletic Director working with coaches on how multisport involvement will improve academics and school behavior*
- *Protocols and expectations for club sponsors, class sponsors, and event logistics*
- *Trainings and conferences for extended learning opportunities and Culture and Climate*
- *Seminars, conferences, professional learning to support/build/increase student engagement, activities, school culture and climate.*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- *Training for Link Crew Leaders to mentor and support our freshmen throughout the year.*
- *Captains Training for students involved in sports that are now or aspire to be team captains*
- *Advisory lessons on becoming involved at McLane with brochures, videos, and powerpoint support.*
- *Encourage 3 sport athletes through team informational presentations at lunch, parent nights, and Back to School nights. Sports rosters will show an overall increase in qualified participants. Host athletic transitional nights with coaches, AD, and VP*
- *Out of season Sports Conditioning with designated coaches*
- *Recruit current and future students to music classes, drama, pathways and clubs*
- *Materials and supplies for students participating in Science Olympiad, Mock Trial, and Academic Decathlon*
- *Student supplies to maintain choral and instrumental music programs*
- *Class period for each of Hmong Dance, Folklorico, and Highlander Dancers*
- *Pamphlet for new and current McLane students highlighting Goal 2 opportunities such as sports/seasons, clubs, music/drama*

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

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

McLane Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	2	Sup & Conc	Instruction	Travel				Travel to support and increase Goal 2 student participation	\$ 5,000.00
8	2	Sup & Conc	Instruction	Local Mileage				Mileage related to activities to support and increase Goal 2 participation by students	\$ 5,000.00
8	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation/Buses	\$ 6,000.00
8	2	Sup & Conc	Instruction	Direct-Food Services (Dr)				Food services and supplies to support instructional activities for increase Goal 2 student participation	\$ 5,000.00
8	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				graphics, posters, banners to promote student activities and events	\$ 5,000.00
								Total	\$ 26,000.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0335 McLane High School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Nc-Equipment			supplemental materials, etc to support instruction	2,094.00
1	1	Sup & Conc	Instruction	Oth Equ Mnt			Maintenance for equipment utilized by students and teachers in support of instruction and student learning	1,000.00
1	1	LCFF: EL	Instruction	Bks & Ref			Supplemental books and other reference materials to support ELs	3,000.00
1	1	LCFF: EL	Instruction	Nc-Equipment			Materials, supplies to support ELs in ELA	15,000.00
2	1	Title 1 Basic	Instruction	Mat & Supp			Technology, books, materials, supplies, etc to support instruction	10,000.00
2	1	LCFF: EL	Instruction	Mat & Supp			Materials, supplies to support ELs in Math	14,323.00
3	2	Sup & Conc	Parent Participation	Direct Trans			: Transportation for parents to support parent participation for ELs	3,066.00
3	1	LCFF: EL	Instruction	Teacher-Supp			Teacher supplemental to support EL student achievement	12,433.00
3	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		11,028.00
3	1	LCFF: EL	Instruction	Bks & Ref			: Books and other supplemental resources to support EL student achievement	2,000.00
3	2	LCFF: EL	Instruction	Direct Trans			: Transportation for ELs for events, activities in support of student learning	1,000.00
3	2	LCFF: EL	Instruction	Direct Trans			: Transportation to support parent participation for ELs	1,000.00
3	2	LCFF: EL	Instruction	Direct-Other			: Support for CELDT assessments with EL students	5,000.00
3	1	LCFF: EL	Parent Participation	Bks & Ref			: Books and other reference materials/supplies to support parent participation, specifically ELs	1,000.00
3	1	LCFF: EL	Parent Participation	Mat & Supp			: Materials and supplies to support parent participation, specifically ELs	2,000.00
3	1	LCFF: EL	Parent Participation	Direct-Graph			: Graphics and materials to support parent participation and parent activities	3,000.00
3	1	LCFF: EL	Parent Participation	Direct-Food			: Food services and supplies to support parent participation for EL students	3,000.00
4	1	Title 1 Basic	Instruction	Direct Trans			Transportation to support students with events to increase A-G completion	1,000.00
4	1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			: Materials, supplies, technology, etc to support student learning and instruction	10,000.00
5	1	Title 1 Basic	Instruction	Teacher-Subs			Teacher - substitutes to support instruction and student learning	5,813.00
5	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher - supplementals to support instruction, student learning, climate and culture	28,195.00
5	1	Title 1 Basic	Parent Participation	Cons Svc/Oth			Speakers and consultants to support parent participation	3,000.00
5	1	Title 1 Basic	Parent Participation	Communicatio			Communication services, materials, goods to support parent participation in the school	3,663.00
5	1	Sup & Conc	Instruction	Teacher-Subs			Teacher - substitutes to support instruction and student achievement	23,242.00
5	1	Sup & Conc	Instruction	Teacher-Supp			Teacher - supplementals to provide additional support to instruction and student achievement	98,286.00

5	1	Sup & Conc	Instruction	Oth Cls-Supp			Classified supplementals to support instruction and student achievement	6,028.00
5	1	Sup & Conc	Instruction	Mat & Supp			Technology, materials, supplies, etc to support instructional and counseling needs of students	57,350.00
5	1	Sup & Conc	Instruction	Nc-Equipment			Technology, books, supplies, materials, equipment, etc to support instruction	47,495.00
5	1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Office	0.500		26,086.00
5	1	Sup & Conc	In-House Instructional Staff Deve	Travel			: Travel related costs for school administration professional learning and networking for improving student achievement, instruction, and/or climate/culture	5,000.00
5	1	LCFF: EL	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Office	0.500		26,086.00
6	2	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies to support parent involvement and participation	2,557.00
6	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	1.000		55,885.00
6	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	1.000		56,360.00
6	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sub			Classified Support - Substitute to support daily student attendance needs	6,489.00
6	2	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, Attendance Records	0.750		42,103.00
6	2	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies needed for parent participation	7,500.00
6	2	Sup & Conc	Parent Participation	Direct Trans			Direct transportation for parent participation	5,000.00
6	2	Sup & Conc	Parent Participation	Direct-Food			Food services and supplies for parent participation	3,000.00
6	2	Sup & Conc	Parent Participation	Communicatio			: School-to-Home parent communication such as flyers, newsletter, attendance and grade reports, etc	5,000.00
6	2	LCFF: EL	Instruction	Direct-Graph			Graphics, supplies and materials	5,000.00
6	2	LCFF: EL	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, Attendance Records	0.250		14,035.00
6	2	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies to support parent participation for improving student attendance	1,000.00
6	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sub			Classified support - substitute for attendance related support and services	5,409.00
6	2	LCFF: EL	Attendance & Social Work Service	Local Mileag			: Mileage for attendance related services to support student attendance	2,281.00
7	2	Sup & Conc	In-House Instructional Staff Deve	Cons Svc/Oth			Professional consultants, presenters, etc for staff and/or administration professional learning	5,000.00
7	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.375		20,672.00
7	2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.750		42,116.00
7	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.375		20,672.00
7	2	LCFF: EL	Security	Cls Sup-Reg	Assistant,Campus Safety	0.250		14,039.00
8	2	Sup & Conc	Instruction	Local Mileag			Mileage related to activities to support and increase Goal 2 participation by students	5,000.00
8	2	Sup & Conc	Instruction	Travel			Travel to support and increase Goal 2 student participation	5,000.00
8	1	Sup & Conc	Instruction	Direct Trans			: Transportation/Buses	6,000.00
8	2	Sup & Conc	Instruction	Direct-Graph			: graphics, posters, banners to promote student activities and events	5,000.00
8	2	Sup & Conc	Instruction	Direct-Food			: Food services and supplies to support instructional activities	5,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$175,056.00
Sup & Conc	7090	\$433,944.00
LCFF: EL	7091	\$162,306.00
Grand Total		\$771,306.00

Domain Totals	Budget Totals
Academic	\$427,122.00
SEL / Culture & Climate	\$344,184.00
Grand Total	\$771,306.00