

**McLane High**

106216610342141

Principal's Name: Brian Wulf

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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<b>District Goals</b>	
<p>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.</p>	
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**


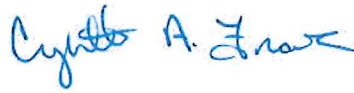
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 - Brian Wulf	X				
2. Chairperson - Cynthia Frank				X	
3. Kyle Thornton		X			
4. Agustin Ramirez		X			
5. Rosa Ruiz					X
6. Christopher Martinez					X
7. Erika Allen				X	
8. Priscilla Bosquez			X		
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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

**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	Brian Wulf		3/21/2018
SSC Chairperson	Cynthia Frank		3/21/18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

McLane - 0335

**ON-SITE ALLOCATION**

3010	Title I	\$169,057 *
7090	LCFF Supplemental & Concentration	\$454,724
7091	LCFF for English Learners	\$157,353
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$781,134</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$58,306
Remaining Title I funds are at the discretion of the School Site Council	\$110,751
Total Title I Allocation	\$169,057



## McLane High 2018-2019 - Single Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
Completing AP/IB Courses with Credits Earned (HS)	26.161	35.161
EL Reclassification Rate (All grade levels)	9.286	16.286
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	29.641	36.641
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	5.455	12.455
One D or F on Any Report Card (grades 2-12)	77.95	30

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

##### **SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

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

##### **SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

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

##### **One D or F on Any Report Card (grades 2-12)**

Need to evaluate align department grading practices.

Need to educate parents and students on how to monitor and respond to low grades.

Need to improve daily ADA

##### **Completing AP/IB Courses with Credits Earned (HS)**

Need to support development of pre-AP courses that increase the "pool" of students ready for AP

Need for consistent tutorial throughout the year, not just exam prep in the spring

Need students to set goals for AP exam performance

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

##### **SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

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

##### **SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

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

##### **One D or F on Any Report Card (grades 2-12)**

Need to evaluate align department grading practices.

Need to educate parents and students on how to monitor and respond to low grades.

Need to improve daily ADA

##### **Completing AP/IB Courses with Credits Earned (HS)**

Continued need to support students in seeing themselves as AP students (AP identity)

Continue to support teachers attending AP Institutes

**EL Reclassification Rate (All grade levels)**

Increased number of students at earlier levels of proficiency.

Intentional focus of PLUS and Instructional Coach to support EL students and instructional practices.

Continued need to monitor student progress (Ds/Fs) and connect to Tutorial.

**EL Reclassification Rate (All grade levels)**

Continued need to support students in seeing themselves as AP students (AP identity)

Continued need to monitor student progress (Ds/Fs) and connect to Tutorial.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1 SSC:**

- Tutorials
- Technology
- Student incentives
- More celebration of academic success
- Many students don't have history of college-going in their families so need continued messaging and support.
- Make classes more engaging and relevant.
- Involve students

**2 ELAC:**

- Tutorial support
- BIAs
- Parent workshops

**3 Staff:**

- Technology
- Professional learning opportunities
- Tutorial improvements
- More support staff (BIAs, paraprofessionals)
- Cross-curricular instruction
- Explicit teaching of college-ready skills/habits
- Project based learning
- Support for data analysis
- More analysis of SBAC questions; incorporate into regular assessment practices
- Message the importance and value of pushing to take more challenging courses
- Continue to develop pathways and ensure rigor

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Substitutes to support instruction - Effective will continue next year

Supplemental contracts - Effective will continue next year

Technology, books, materials and supplies - Effective will continue next year

Transportation for students - Effective will continue next year

Communication services and materials to support parent involvement - Effective will continue next year

Community Liaison - Effective will continue next year

Home School Liaison - Effective will continue next year

Next year we will be staffing Teaching Fellows to support student intervention, instruction, attendance and Goal 2 participation.



## Action 1

**Title:** English Language Learners Support Services

### Action Details:

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

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

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

**Owner(s):**

Head Counselor

**Timeline:**

August 2018

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

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

**Owner(s):**

Head Counselor  
Counselors  
AP Coordinator  
Teacher

**Timeline:**

August 2018  
Reviewed each semester

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

Using Interim Data to determine English Learner growth in both Math and ELA courses. (English Learners meeting borderline criteria for redesignation because they meet one criteria but not all) monitored after each relevant assessment cycle by VP over English Learners and shared with Admin team and appropriate staff.

**Owner(s):**

VPs

**Timeline:**

3 times annually

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

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

9th grade English Learners will have their grades and attendance monitored by PLUS teachers. They will then reach out to teachers, counselors, VPs and Home School Liaison for support.

**Owner(s):**

VPs  
Counselors  
PLUS Teachers  
Community Liaison

**Timeline:**

Every six weeks

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

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

**Owner(s):**

ILT, Principal

**Timeline:**

Quarterly

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

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

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

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

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

Place students in A-G classes according to Fresno Unified master plan for English Learners.

Provide supplemental contracts/resources and materials, including technology, to support engagement and differentiation opportunities in EL instruction.

Provide substitutes for ELPAC testing to create optimal testing conditions for students.

Students will be actively involved in using their own achievement and proficiency data to set goals for growth.

Direct instruction in academic writing skills, reading comprehension and analysis, and academic discussion skills in all content classroom settings.

Utilize PLUS teachers as RTI support for knowledge gaps in freshmen LTEL students. After school tutorial through ASSETs After School Program.

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

### Explain the actions for Parent Involvement (required by Title I):

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

Grade Level Counselor meetings provide specific information based on graduation, a-g on track and completion, earning credits, additional support, tutoring, and credit recovery.

Parents of re-designated students will be advised of their students' success and given information on continued academic and proficiency growth.

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. Incentives given for attending.

Assessment results for CELDT/ English Assessment provided and interpreted for parents annually. Results are also mailed home in parents' primary language.

### Specify enhanced services for EL students:

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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 score to trigger re-designation.

Supplemental books and resources to support EL students.

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

Continued training and support provided to 1.0 FTE ELD teacher.

### Describe Professional Learning related to this action:

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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: speaking and listening standards, small group instruction, and extended learning opportunities for students.

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

Designated ELD skills to break down complex sentence structures and phrases to better comprehend texts. 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

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

**Action 2**

**Title:** Completing AP/IB Courses with Credits Earned (HS)

Action Details:

COLLEGE GOING CULTURE AND ADVANCED PLACEMENT: McLane High School will build a comprehensive program to support students for rigorous courses such as Advanced Placement through focused attention on building skills in earlier grade levels, communicating the importance of advanced courses, providing professional learning for teachers, supporting students with experiences and tutorials, monitoring progress, and celebrating accomplishments.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Grades in AP classes monitored by AP Coordinator to identify support needs.

Owner(s):

AP Teachers  
AP Coordinator  
Counselors

Timeline:

Weekly

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

Site records including attendance logs and grade analysis of targeted groups of students examined to review effects of tutorial and other support efforts.

Owner(s):

AP Teachers  
AP Coordinator

Timeline:

Monthly

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

Student enrollment/drops in AP courses.

Owner(s):

AP Coordinator  
AP Teachers  
Counselors

Timeline:

Quarterly

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

College Board AP Exam analysis reports reviewed by each AP teacher for instructional planning and goal-setting.

Owner(s):

AP Teachers

Timeline:

August

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

Tier I: Direct instruction in academic writing skills, reading comprehension analysis, and

Specify enhanced services for EL students:

Specialized tutorials for EL students in writing in order to support students in developing the writing skills needed for most AP courses.

academic discussion skills in all content classroom settings.

Resources, both written and digital, for classroom use to support AP student mastery of college level courses.

Tier II: After school tutorial for AP students provided by their AP instructors and after school program staff.

Utilize computer based learning programs (i.e. Khan Academy) to provide intervention support and allow the teacher to provide small group instruction to students.

Technology will be purchased to support AP students and instructors. This will include but is not limited to computers, laptops, and online subscriptions.

Tier III: Use of technology based instructional programs to allow for small group instruction in the classroom to support students in need of intervention.

Tier III: Tutoring/Intervention support from teachers and teaching fellows based on student assessed needs or academic areas of concern.

They will have SAT prep course options with teacher and tutor support, access to technology, and incentives for those who complete the preparation program.

Student recognition and incentives to support AP students.

Additional materials and supplies to provide differentiated experiences for GATE/AP students (e.g., graphing calculators, supplemental texts).

Provide supplemental contracts and materials/supplies for 11th graders to participate in after-school and Saturday Khan Academy sessions to use PSAT feedback to prepare for SAT and AP courses.

All on-track 11th graders will participate in a free administration of the SAT during the school day.

Provide resources to support academic-based competitions to encourage and celebrate academic achievement (e.g., Academic Decathlon, Mock Trial, MESA, Physics Bowl).

Academic awards will be given to encourage positive engagement in all AP and A-G courses.

Counselors and AP coordinator will monitor students of concern and connect them with appropriate interventions.

Establish a team to research and build Tier 2 and 3 academic support systems.

#### [Explain the actions for Parent Involvement \(required by Title I\):](#)

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Parents will attend a spring AP Parent night to learn about the research-based benefits to participation in AP and the resources available at McLane to support students.

Community School Liaison and Counselors will meet with parents with AP participation and support for students.

Community School Liaison along with Parent University provides parent workshops/modules to educate parents about post-secondary options, preparation for college, college entrance exams, and financial aid.

Protocols to encourage AP retention include parents as required members of the conversation when students wish to drop AP courses.

PLUS teachers will be utilized in support of EL learners (see Actions 1 and 2)

EL Coordinator will monitor progress of EL students in AP and A-G courses, providing resources and tutorials as needed.

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

Continued training and support provided to 1.0 FTE ELD teacher.

#### [Describe Professional Learning related to this action:](#)

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Support planning and professional learning for AP and pre-AP teachers, including supplemental contracts, sub release time, and attendance/conference costs to attend College Board conferences and workshops.

A teacher with some release periods will serve as AP instructional coordinator to assist teachers with data analysis, professional learning opportunities, and student support.

AP teachers will collaborate to increase clarity and communication for students about common expectations, support opportunities, and summer homework.

Counseling team, AP Coordinator, and teachers will review and modify communication tools and systems for educating students about AP and encouraging retention.

Teachers will have access to Khan Academy and Shmoop Training in support of AP and SAT preparation. Provide professional learning in Social-Emotional Learning that links back to instruction (e.g., rigorous tasks promote SEL).

### Action 3

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

Action Details:

McLane High School will further develop an academic Response to Intervention program as evidenced by on-going tutorials, learning labs, targeted interventions, classroom supports, and enrichment opportunities for students. Focus will be on decreasing the amount of Ds and Fs, and increasing the number of students on track for A-G course completion; thereby, increasing the amount of students who are college and career ready.

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

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

VP's will monitor D/F data during every grading period.

Owner(s):

VP's

Timeline:

Ongoing,  
Quarterly

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

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

Owner(s):

Teachers

Timeline:

Ongoing

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

Counselors will monitor student grades and communicate with students and parents about tutorials and interventions. Counselors will monitor student attendance to interventions to ensure high risk students are receiving support services.

Owner(s):

Counselors

Timeline:

Monthly

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

AP Teachers/Coordinator will continue to closely monitor student grades via grade checks. Review academic concerns with students, parents and fellow teachers as well as monitor student tutorial participation

Owner(s):

AP Coordinator

Timeline:

Weekly,  
Monthly,  
Quarterly

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

Pathway Coordinator will monitor D/F data during every grading period: progress report, quarterly run grade reports by pathway and share data with pathway teachers, counselors and administrators.

Owner(s):

Pathway Coordinator

Timeline:

Weekly,  
Monthly,  
Quarterly

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

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

Tier II: AC's will collaboratively review data and plan RTI for students.

AC's and Lead Teachers will conduct CCI process once per quarter to monitor student progress and identify

Specify enhanced services for EL students:

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

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

Academic Counselors, SAP Counselor, School Psychologist, and our Re-engagement Center will provide support

instructional needs.

Transportation available to support students with A-G completion by attending outside events.

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

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

Aligned curriculum that vertically articulates and assesses progress uniformly.

Coherency surrounding the expectations in regard to McLane's guidelines for student success.

Culturally consistent classrooms which foster student engagement and support student-centered learning.

Consistent grading practices in departments in alignment with Fresno Unified Board Policy.

Student grades will be monitored by teachers, administration, counselors, and support services staff.

Technology, incentives, books materials and supplies to support instruction for all students.

Tutorials will include but are not limited to: technology based learning programs, teaching fellows, after school program, supplemental contracts for content teachers, Saturday academy, and small group instruction within the classroom.

#### Explain the actions for Parent Involvement (required by Title I):

Atlas Parent Portal, EduText will inform parents of their child's progress and thus need for tutorial.

Coffee Hour- information regarding A-G requirements and the necessity of tutorial. Speakers and Consultants available.

Newsletter- tutorial schedule will be sent out.

Parent meetings

Weekly Principal Parent Update

Website

for our economically disadvantaged and foster students.

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

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

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

Continued training and support provided to 1.0 FTE ELD teacher.

#### Describe Professional Learning related to this action:

Proficiency-based Learning (tasks, assessments)

Common formative and summative assessments (formal and informal)

Staff /AC Professional Learning regarding PLC's, common grading practices, common assignments/assessments, proficiency based learning

Training in test preparatory vessels- including, but not limited to: Khan Academy, PSAT online tutorials, SAT and CAASP related sites.

School leadership Team and/or department chairs will review school grading practices and make adjustments in alignment to Fresno Unified Board Policy.

Supplemental Contracts and/or sub release time for Accountable Community teams.

Professional Learning will utilize the research from "Learning by Doing" to support the development and continuation of high quality Accountable Communities. Professional consultants and presenters available.

## **Action 4**

**Title:** Students meeting or exceeding standards in Math

#### Action Details:

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



Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Evidence of the implementation of professional learning around the work of PLC's. Understanding of student progression using interim, CAASPP, PSAT and illuminate data.

Owner(s):

Principal and Vice Principals

Timeline:

Weekly

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

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

Owner(s):

Principal and VPs

Timeline:

Weekly

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

Data chat and goal setting lessons to be prepared and administered in Math classes leading up to CAASPP. Use available formative assessment and interim data.

Owner(s):

Math Department

Timeline:

Quarterly

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

Work of the PLC teams and lead teacher teams will reflect data analysis and common formative assessments. Work samples show growth on grade level tasks.

Owner(s):

Lead teachers  
PLC teams

Timeline:

Weekly

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

Evidence of Khan academy usage and tutorial support to increase skills in mathematics.

Owner(s):

Counselors

Timeline:

Quarterly

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

Tier I: Incorporation of real world mathematical practices through projects and tasks.  
 Tier I: Gradual release of instruction that focuses on practices that enhance the understanding of grade level standards.  
 Students have the GVC available to download on phones and tablets to ensure easy access to curriculum and support.  
 Full integration of technology into lessons (Microsoft Teams) promotes real world applications.  
 Tier II: After school tutoring available by referral and walk-in service.  
 Tier III Lunch time tutoring available by appointment or walk-in service.  
 Teacher support in classroom as push in or pull out to help with tier II intervention. Specifically targeting Algebra I.  
 Students will receive training and practice taking grade level assessments and online assessments in preparation for CAASPP

Specify enhanced services for EL students:

Instruction embedded with California ELD standards in math.  
 Integrated and designated ELD  
 Bi-lingual tutoring and additional after school services for newcomer EL services.  
 Targeted language support to help task directions and problem solving activities.  
 EL resources with GVC Big Ideas and digital access to language supports.  
 BIA available to support EL students in Academic classes.  
 Additional FTE being provided to support integrated and designated EL in all classes and ensuring proper support of instruction across the school.  
 Continued training and support provided to 1.0 FTE ELD teacher.

On track 11th and 12th graders will be utilized as peer tutors in Algebra I.

Purchase and maintenance of technology, instructional resources, supplemental materials and supplies to support students and teachers.

Tier III: Use of TRP staff to support student instruction.

**Explain the actions for Parent Involvement (required by Title I):**

Atlas Parent Portal, EduText will inform parents of their child's progress and thus need for tutorial  
Coffee Hour- information regarding A-G requirements and the necessity of tutorial  
Newsletter- tutorial schedule will be sent out  
Parent meetings  
Weekly Principal Parent Update  
Website

Presentations on support at home in SSC, ELAC, Parent University. Data reported on on school wide progress

Back to school and open House Nights provide opportunities for parents to connect with the individual teachers, counselors, and administrators to answer questions and discuss student issues.

**Describe Professional Learning related to this action:**

Proficiency-based Learning (tasks, assessments)

Common formative and summative assessments (formal and informal)

Staff /AC professional learning to include but not limited too: PLC's, common grading practices, common assignments/assessments, proficiency based learning, intervention, small group instruction, speaking and listening and social emotional learning.

Training in test preparatory vessels- including, but not limited to: Khan Academy, PSAT online tutorials, SAT and CAASP related sites.

School leadership Team and/or department chairs will review school grading practices and make adjustments in alignment to Fresno Unified Board Policy.

Supplemental Contracts and/or sub release time for Accountable Community teams.

Professional Learning will utilize the research from "Learning by Doing"/Education Elements to support the development and continuation of high quality Accountable Communities.

## Action 5

**Title:** Students Meeting or exceeding standards in English

**Action Details:**

McLane will ensure that all students receive necessary interventions by creating a systematic response to intervention within our school, and continually improve ELA/Literacy instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate mastery of standards.

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

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

Evidence of the implementation of professional learning around the work of PLC's. Understanding of student progression using interim, CAASPP, PSAT and illuminate data.

**Owner(s):**

Principal and VPs

**Timeline:**

Weekly

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

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

Owner(s):

Principal and VPs

Timeline:

Weekly

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

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

Owner(s):

Principal and VPs

Timeline:

Monthly

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

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

Owner(s):

Lead teachers

Timeline:

Monthly

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

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

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

Students have the GVC available to download on phones and tablets to ensure easy access to curriculum and support.

Full integration of technology into lessons (Microsoft Teams) promotes real world applications.

Tier II: After school tutoring available by referral and walk-in service.

Tier II: Lunch time tutoring available by appointment or walk-in service.

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

Students will receive training and practice taking grade level assessments and online assessments in preparation for CAASPP

Purchase and maintenance of technology, instructional resources, supplemental materials and supplies to support students and teachers.

Tier III: Use of TRP staff to support identified tier III students.

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

Atlas Parent Portal, EduText will inform parents of their child's progress and thus need for tutorial

Coffee Hour- information regarding A-G requirements and the necessity of tutorial

Newsletter- tutorial schedule will be sent out

Parent meetings

Weekly Principal Parent Update

Website

Owner(s):

Timeline:

Specify enhanced services for EL students:

- Instruction embedded with California ELD standards in English.

- Integrated and designated ELD

- Bi-lingual tutoring and additional after school services for newcomer EL services.

- Targeted language support to help task directions and problem solving activities.

- EL resources with GVC Big Ideas and digital access to language supports.

- BIA available to support students in academic classes.

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

Continued training and support provided to 1.0 FTE ELD teacher.

Describe Professional Learning related to this action:

Proficiency-based Learning (tasks, assessments)

Common formative and summative assessments (formal and informal)

Staff /AC professional learning to include but not limited to: PLC's, common grading practices, common assignments/assessments, proficiency based learning, intervention, small group instruction, speaking and listening and social emotional learning.

Training in test preparatory vessels- including, but not limited to: Khan Academy, PSAT online tutorials, SAT and

CAASP related sites.

School leadership Team and/or department chairs will review school grading practices and make adjustments in alignment to Fresno Unified Board Policy.

Supplemental Contracts and/or sub release time for Accountable Community teams.

Professional Learning will utilize the research from "Learning by Doing" to support the development and continuation of high quality Accountable Communities.

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0335 McLane High School (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	Teacher to support EL students.	120,283.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher supplemental to support EL student achievement	4,999.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,166.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Supplemental books and resources to support EL students.	4,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Instructional supplies, materials, professional learning to support EL students.	1,905.00
G1A1	LCFF: EL	Instruction	Direct Trans			: Parent transportation to support EL's	2,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			: Support for ELPAC Assessment	5,000.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			: Food services and supplies to support parent participation.	4,500.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sub			Classified support to substitute attendance and student monitoring needs.	3,500.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Books, materials, supplies to support instruction and student achievement (AP) (No incentives or food)	5,753.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to provide academic support and intervention to students. See all actions in GOAL 1	39,814.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			See All GOAL 1 actions: Teacher release time to support AC work and professional learning - substitute	31,050.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: SEE ALL ACTIONS, GOAL 1 & 4 Subscriptions, materials, supplies, books, to support instructional, social and counseling needs of students.	50,000.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			: Books, materials, supplies to support instruction and student achievement (No incentives or food)	5,000.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			: Supplemental materials and supplies to support instruction	3,590.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			: Technology and equipment to support student instruction	14,108.00
G1A3	Title 1 Basic	Instruction	Direct Trans			: Transportation to support students with events to increase A-G	1,000.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies to support parent involvement and participation (No incentives or food)	1,000.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			: Technology, and equipment to support student instruction, communication and	53,000.00

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0335 McLane High School (Locked)

### G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3		Instruction	Nc-Equipment			achievement. (equipment)	52,000.00
G1A3	Sup & Conc	Instruction	Direct Trans			: Transportation / Buses	6,000.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental pay to provide additional support and instruction to improve achievement or participate in professional learning	30,000.00
G1A4	Sup & Conc	Instruction	Oth Equ Mnt			: Maintenance for equipment utilized by students and teachers in support of instruction and student learning.	2,500.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : Goal 1 Action 5	9,000.00
G1A4	Sup & Conc	Parent Participation	Communicatio			: Communication services, materials, goods to support parent participation in school.	1,000.00

**\$410,168.00**



**Goal 2 - All Students will engage in arts, activities, and athletic**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	90.387	97.387

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<b>1</b> What were the key factors that contributed to these performance outcomes for each metric.	<b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.
<p><b>Goal 2 Participation Rate</b></p> <p>Improved tracking of student participation in Goal 2</p> <p>Increased number of Goal 2 opportunities (including after-school program)</p>	<p><b>Goal 2 Participation Rate</b></p> <p>Tracking needs to distinguish between different levels of engagement in order to better understand disproportionality in engagement.</p> <p>Homeless/foster and SPED: transportation challenges</p>

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
<p>Look at incentive and consequence systems to ensure they are not barriers to engagement</p> <p>Better connect tutorial and engagements (eligibility)</p> <p>Value of engagement is well-communicated</p>	<p>More opportunities for kids to participate.</p> <p>More communication home in home languages.</p>	<p>Variety of after-school opportunities</p> <p>Improve athletic facilities</p> <p>Need for more timely feedback/incentives (immediate)</p> <p>Use of social media for advertising and celebration</p> <p>Translate flyers and other communications</p> <p>More clubs/activities geared toward subgroups and with that a way of spreading awareness</p>

## Action 1

Title: Goal 2

### Action Details:

McLane will increase Goal 2 participation throughout the year by engaging in clubs, athletic teams, co-curricular activities, visual and performing arts, and class sponsored activities. McLane will provide an inclusive school climate, focused on building relationships. Relationship building will be supported through a program of celebration of successes, increased efforts to engage parents, and building in time and resources to enhance staff-student and student-student relationships. Strategically implemented strategies will engage all students in the full community that is McLane, through participation in Goal 2 activities, with attention given to reducing students disproportional in Goal 2 participation. McLane will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.

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

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

Monitor student participation and attendance data in Goal 2 activities, as evidenced by ID cards scanned at events, and Engagement entries in ATLAS.

#### Owner(s):

Campus Culture Director, Athletic Director, and Class Sponsors

#### Timeline:

Monthly

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

Data from Student Engagement Tool in ATLAS shows participation in each Goal 2 opportunity (arts, athletics, activities; one-time vs ongoing), and is used to monitor participation and review as part of a Cycle of Continuous Improvement.

#### Owner(s):

VPs, Campus Culture Director, Athletic Director, Head Coaches and Class sponsors

#### Timeline:

Monthly

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

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

#### Owner(s):

VPs, Campus Culture Director, and Athletic Director

#### Timeline:

Quarterly

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

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

#### Owner(s):

Principal and VPs

#### Timeline:

Each semester

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

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

#### Owner(s):

Athletic Director and Head Coaches

#### Timeline:

Monthly

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

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

#### Owner(s):

VPs and CTE Coordinator

#### Timeline:

Monthly

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

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

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

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

Athletic Director working with coaches on how multisport involvement will improve academics and school behavior.

Protocols and expectations for club sponsors, class sponsors, and event logistics

Training and conferences for extended learning opportunities and Culture and Climate Seminars, conferences, professional learning to support/build/increase student engagement.

Provide incentives for positive school participation and advertising of the school's positive culture.

Host regional events for feeder school, community, parents and students on a regular basis, activities, school culture and climate.

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

Noontime club rush two times per Semester focusing on increase of club membership. Each club given an additional noontime presentation opportunity to encourage more students to join at least one club.

Master Calendar indicates an Increase in the variety of after school events to attract a wider range of attendance.

**Explain the actions for Parent Involvement (required by Title I):**

Work with feeder school administrators to create parent 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.

Back to School and Open House Nights provide opportunities for parents to learn about extra curricular opportunities, connect with coaches and club sponsors, counselors, and administrators to answer questions, discuss student issues, and schedule additional meetings as needed. Transportation available.

School Messenger is used both as a site and by individual teachers to keep parents informed of specific events and upcoming recruiting periods for sports and clubs. A weekly messenger is sent to all student and staff homes on Sunday evenings to inform of all the events and important assessments for the week to come.

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

Transportation and refreshments provided for parent outreach

**Owner(s):**

Campus Culture Director

**Timeline:**

Monthly

**Specify enhanced services for EL students:**

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

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

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

Continued training and support provided to 1.0 FTE ELD teacher.

**Describe Professional Learning related to this action:**

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 during designated times and facilities to be used.

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

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0335 McLane High School (Locked)

### G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Local Mileag			: Mileage to support Goal 2 participation	5,000.00
G2A1	Sup & Conc	Instruction	Local Mileag			: Travel to support Goal 2	5,000.00
G2A1	Sup & Conc	Instruction	Direct-Graph			: Graphics, banners, posters to promote student activities and events.	15,578.00
G2A1	Sup & Conc	Instruction	Direct-Food			: Food services and supplies to support instructional activities for increase of Goal 2 student participation.	10,000.00
G2A1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			: Materials / supplies / incentives to support and promote a positive school culture and improve academic achievement. (ILT Team)	10,000.00
G2A1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			: Materials / supplies / incentives to support and promote a positive school culture and improve academic achievement. (CCT Team)	10,000.00
G2A1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			: Materials / supplies / incentives to support and promote a positive school culture and improve academic achievement. (Counseling Team)	15,000.00
G2A1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			: Materials / supplies / incentives to support and promote a positive school culture and improve academic achievement. (Music)	10,000.00
G2A1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			: Materials / supplies / incentives to support and promote a positive school culture and improve academic achievement. (Principal)	15,000.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			: Materials and supplies needed for parent participation	7,500.00
G2A1	Sup & Conc	Parent Participation	Direct Trans			: Direct transportation for parents.	3,500.00
G2A1	Sup & Conc	Parent Participation	Direct-Food			: Food services for parent participation	4,000.00

**\$110,578.00**

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Linked Learning Enrollment	29.38	36.38
CTE Enrollment	34.583	41.583

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Linked Learning Enrollment</b></p> <p>Student need or desire for other courses (credit recovery, AP, VAPA) can be a barrier to participation in CTE. 6 period day does not allow for identified students enrollment into CTE.</p> <p><b>CTE Enrollment</b></p> <p>Student need for credit recovery can be a barrier to participation in pathway courses</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Linked Learning Enrollment</b></p> <p>Continued counselor and staff awareness of flexibility of pathway participation (e.g., student needing SDC core classes may take pathway elective).</p> <p><b>CTE Enrollment</b></p> <p>Some CTE offerings (medical acadmey) currently appealing more to girls than boys; increased offerings and recruitment strategies working to change this</p>
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**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p> <p>Use of after-school experiences to promote CTE and Linked Learning</p> <p>Build more actual linking of curriculum across all pathway classes</p> <p>Increase amount of hands-on learning opportunities</p>	<p><b>2</b> ELAC:</p> <p>Increase application of practical skills for career readiness.</p> <p>Increase support in CTE and linked learning classes for EL students to participate.</p>	<p><b>3</b> Staff:</p> <p>Continue campus visits, job shadowing, dual enrollment, internships, guest speakers, career fair.</p> <p>Need support for working with interdisciplinary connections in pathways when ACs and curriculum call for course consistency</p> <p>Opportunities for industry certifications not dependent on college enrollment; direct lines to post-secondary job training programs</p>
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## Action 1

**Title:** Linked Learning Enrollment

### Action Details:

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

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

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

Monitor the successful completion of project based learning and implementation.

**Owner(s):**

Coordinator

**Timeline:**

Weekly

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

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

**Owner(s):**

Coordinator and Teacher leads

**Timeline:**

Weekly

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

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

**Owner(s):**

Coordinator, CTE teacher Leads and Job Developer.

**Timeline:**

Quarterly

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

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

**Owner(s):**

Coordinator

**Timeline:**

Monthly

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

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

**Owner(s):**

Coordinator

**Timeline:**

Quarterly

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

Monitor student completion of industry certifications. This is measured by passing rate of standardized industry certification tests: Microsoft Office, NCLB, OSHA10, CPR, Bank teller certification, etc.

**Owner(s):**

Coordinator and Teacher Leads

**Timeline:**

Quarterly



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

Track the success rate of students taking and completing the dual enrollment courses earning a grade of C or better. Use Fresno City Web Advisor to track student progress and grades.

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

Linked Learning (LL) is built around the four core principles which are rigorous academics, career technical education, work-based learning, and personalized student supports. In order to support the four core principles of LL, the following plan will be implemented:

- Tier II: Professional Development day (IPL) for all LL teachers once a month:
- Tier I: Interdisciplinary Project-Based Learning design
- Common Formative Assessment of LL Pathways and Project-Based Learning
- Ds and Fs rates data chats
- Data chats to improve instruction
- Work-Based Learning support
- Industry/Business Partners engagement

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

**Explain the actions for Parent Involvement (required by Title I):**

Host a pathway parent night to inform parents of program expectations and benefits of participation.

Parents are invited to participate in project showcases to see the demonstration of student learning.

Home School Liason will work with students and families historically under involved in Goal 3 to engage parents in understanding role of Goal 3 in academic success.

Weekly Parent University meetings to inform parents of all school happenings and Pathway news and notes.

Presentation to School Site Council on pathway data and accomplishments.

**Owner(s):**

Coordinator and Teacher Leads

**Timeline:**

Weekly

**Specify enhanced services for EL students:**

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

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

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

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

Continued training and support provided to 1.0 FTE ELD teacher.

**Describe Professional Learning related to this action:**

Linked Learning teachers will be provided professional development as an Interdisciplinary team.

Pathway Coordinator will support implementation of Project Based Learning by providing ongoing coaching, peer feedback and project evaluation.

Linked Learning / CTE teachers will be provided cross-curricular planning time to support inter-disciplinary task projects and common instructional practices.

Linked Learning / CTE teachers will be provided with opportunities to shadow and collaborate with business partners.

New program teachers are provided with a series of work shops designed to help with the start of the school year and successful implementation.

Attend conferences and workshops offered by affiliate organizations.

**Action 2**

**Title:** CTE Enrollment

**Action Details:**

Expand student engagement who are enrolled in CTE program with meaningful Work-Based Learning experience.

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

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

Monitor the successful completion of project based learning and implementation.

Owner(s):

Coordinator  
Teacher Leads

Timeline:

Weekly

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

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

Owner(s):

Coordinator  
Teacher Leads

Timeline:

Weekly

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

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

Owner(s):

Coordinator and Job Developer

Timeline:

Quarterly

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

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

Owner(s):

Coordinator

Timeline:

Monthly

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

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

Owner(s):

Coordinator

Timeline:

Weekly

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

Monitor student completion of industry certifications. This is measured by passing rate of standardized industry certification tests: Microsoft Office, NCLB, OSHA10, CPR, Bank teller certification, etc.

Owner(s):

Coordinator and Teacher Leads

Timeline:

Quarterly

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

Track the success rate of students taking and completing the dual enrollment courses earning a grade of C or better. Uses Fresno City Web Advisor to track student progress and grades.

Owner(s):

Coordinator and Teacher leads

Timeline:

Weekly

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

Work-Based Learning (WBL) experience are opportunities to engage students with career readiness skills such as guest speakers, job shadowing, unpaid/paid internships, certifications, etc. The number of WBL experiences at McLane High has increased by 25% for the 2017-18 school year. In order to support a meaningful WBL experience for students, the following is implemented:

- Tier I: Support for students who are participating in an internship through NAF or CTE courses.

Specify enhanced services for EL students:

Plus, After school Program, and academic coach support English Learners in core classes within Linked Learning Pathways.

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

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

- Medical Pathway
- Education Pathway
- Business Pathway
- ArtVenturePathway
- Supplemental Contracts for classified employees, to help support any WBL opportunities such as assisting and chaperoning field trips, job shadowing, CTE competitions, proctoring certification examinations such as NCLB, IC3 Core, and Microsoft Office, CPR/First Aid Certification Training, College & Career Fairs, Health Fair, etc.
- Tier II: Incentives for McLane's Advisory committee and Business Partners participation in order to retain their active engagement with McLane's CTE programs, McLane's staff, and McLane's students.

#### Explain the actions for Parent Involvement (required by Title I):

Host a pathway parent night to inform parents of program expectations and benefits of participation.

Parents are invited to participate in project showcases to view student learning.

Home School Liason will work with students and families historically under involved in Goal 3 to engage parents in understanding the role of Goal 3 in academic success.

Weekly Parent University meetings to inform parents of all school happenings and Pathway news and notes.

Presentation to School Site Council on pathway data and accomplishments.

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

Continued training and support provided to 1.0 FTE ELD teacher.

#### Describe Professional Learning related to this action:

Linked Learning teachers will be provided professional development as an Interdisciplinary team.

Pathway Coordinator will support implementation of Project Based Learning by providing ongoing coaching, peer feedback and project evaluation.

Linked Learning / CTE teachers will be provided cross-curricular planning time to support inter-disciplinary task projects and common instructional practices.

Linked Learning / CTE teachers will be provided with opportunities to shadow and collaborate with business partners.

New program teachers are provided with a series of work shops designed to help with the start of the school year and successful implementation.

Attend conferences and workshops offered by affiliate organizations.

**Goal 4 - All Students will stay in school on target to graduate**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current %	Target %
ADA Attendance	92.777	93.777
Chronic Absenteeism	21.614	19.614
Suspensions Per 100	18.701	17.701
Student Survey - Included	44.87	51.87

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Chronic Absenteeism**  
 Progress made due to intentional intervention systems.  
 Continue to monitor and provide incentives to message the importance of regular attendance.

**Suspensions Per 100**  
 More consistent PBIS systems and regular Culture-Climate Team work.  
 Early development of Tier 2 group supports will continue

**ADA Attendance**  
 Increased efforts with an intentional intervention system.

**Student Survey - Included**

- Continue to develop toolkits of instructional practices that are less teacher direct instruction but allow for more teacher-student and student-student interaction.
- Review survey data and establish goals to be intentional in relationship-building.
- Need opportunities for student voice and feedback in school-wide decision making.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Chronic Absenteeism**

- Students receiving Special Education services sometimes have health concerns and multiple appointments that cause them miss school.
- Homeless/foster: insecurity in placement, transiency.

**Suspensions Per 100**

- More consistent school-wide PBIS has decreased disproportionality
- Continued need to use data in real time to respond

**ADA Attendance**

- Students receiving Special Education services sometimes have health concerns and multiple appointments that causes them to miss school.
- Homeless/foster: insecurity in placement, transiency

**Student Survey - Included**

- Continue to develop toolkits of instructional practices that are less teacher direct instruction but allow for more teacher-student and student-student interaction.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

**2** ELAC:

**3** Staff:

- Support for students who don't have a "Plan B" for attendance
- (e.g., bus tokens)
- Continue to message the importance of attendance, provide incentives
- More student voice opportunities needed, especially on Culture-Climate issues.
- More chances to make up work (get back on track)
- Need improved daily attendance to support students in passing classes.

- Need for more ongoing input from parents.
- Tutorial

- Pathways: engagement
- More incorporation of technology
- Increase/continue efforts to decrease level 1 and 2 misbehaviors
- Need for intervention for 9th graders, other groups--Tier 2 groups
- Continue work to ensure that SPED students have an accepting climate at McLane
- Greater learning around social-emotional teaching practices
- Ask students what their needs are
- Analyze data: BNF data, suspension data

**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

Substitutes to support instruction - Effective will continue next year  
Supplemental contracts - Effective will continue next year  
Technology, books, materials and supplies - Effective will continue next year  
Transportation for students - Effective will continue next year  
Communication services and materials to support parent involvement - Effective will continue next year  
Community Liaison - Effective will continue next year  
Home School Liaison - Effective will continue next year  
Next year we will be staffing Teaching Fellows to support student intervention, instruction, attendance and Goal 2 participation.

**Action 1**

**Title:** Attendance

**Action Details:**

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

**Reasoning for using this action:**  Strong Evidence  Moderate Evidence  Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

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

Owner(s):

Administration, Counselors, Athletic Director, Campus Culture Director and attendance clerks, club advisors, and Head Coaches

Timeline:

Weekly / Ongoing

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

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

Owner(s):

Admin team and attendance team

Timeline:

Weekly

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

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

Owner(s):

Admin team and attendance team

Timeline:

Weekly

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

Agendas and records show implementation of planned interventions and professional learning

Owner(s):

Principal and VPs

Timeline:

Monthly

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

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

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

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

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

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

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

Specify enhanced services for EL students:

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

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

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

Continued training and support provided to 1.0 FTE ELD teacher.

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

Home School Liaison will coordinate parent workshops and focus groups to address particular attendance issues.

Parents will be provided with information, encouragement and support to register for Edutext to monitor daily attendance.

Parents will continue to receive automated phone messages when their student is absent.

Parents will receive truancy notices and participate in attendance meetings to support daily attendance.

Describe Professional Learning related to this action:

Administration will engage in work with regional administration to support and improve attendance for the McLane region.

All staff will understand importance of accurate and timely attendance recording.

All staff will engage in professional learning designed to increase engagement in lessons and build relationships with students.

All staff will plan for Tier 1 classroom systems that support regular attendance including systems for quickly catching kids up after an absence.



Attendance staff will receive regular training and feedback from district support and site staff about effective attendance procedures.

## Action 2

**Title:** PBIS and Intentional Climate-Building

### Action Details:

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

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

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

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

**Owner(s):**

Climate and Culture Team, School Social Worker, and Administration

**Timeline:**

Weekly / Ongoing

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

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

**Owner(s):**

Admin team

**Timeline:**

Quarterly

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

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

**Owner(s):**

Principal and VPs

**Timeline:**

Bi-weekly

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

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

**Owner(s):**

Principal and VPs

**Timeline:**

Monthly

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

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

**Owner(s):**

Resource Counseling Assistant and VPs

**Timeline:**

Daily

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

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

Owner(s):

Principal

Timeline:

Monthly

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

Lesson plans and artifacts from class meetings, school wide assemblies, and common lessons show evidence of instruction in social awareness skills, positive behavior skills and communication of school norms and structures.

Owner(s):

Principal and VPs

Timeline:

Monthly

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

Site ATLAS logs show intervention and outreach to parents.

Owner(s):

Community School Liaison

Timeline:

Monthly

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

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

Owner(s):

VP of Climate and Culture

Timeline:

Monthly

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

Classroom observations using the Instructional Practice Guide show evidence of creating a culture of learning and ownership.

Owner(s):

Admin Team

Timeline:

Weekly

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

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

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

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

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

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

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

Tier 2 program created and taught to students to teach self-management strategies. Students are taught how to

Specify enhanced services for EL students:

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

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

Continued training and support provided to 1.0 FTE ELD teacher.

manage stress, emotions and situations to make better choices to prevent an unwanted impact.

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

Establish systems for students to provide feedback and voice about school climate issues.

Provide support for the Re-Engagement Center to ensure staff is able to provide immediate support and ongoing monitoring for student processing and re-entry.

Ensure that all students re-entering after a suspension have a re-entry meeting with agreements and understanding of supports.

Plan the After-School Program to include opportunities for students to connect with mentors, coaches, and teaching staff in a variety of ways to encourage relationship-building and positive mentors.

Provide opportunities for student leadership through clubs, peer mediation and mentors (both here at McLane and at feeder middle schools), student advisory committees, Men's & Women's Alliance, etc.

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

#### Explain the actions for Parent Involvement (required by Title I):

A home school liaison will communicate with families regarding behavior; refer to local agencies or school services as appropriate; and coordinate family educational opportunities and promote family and community involvement in school activities.

Parents of students who have been suspended will meet with school officials to discuss behaviors and develop a behavior contract and the possibility of attending classes with their student.

Parents of students who have been suspended more than once will be required to have a meeting, with a school assistant, home visit conducted if necessary.

Regular messaging to families will include Guidelines for Success and awareness of resources as well as consequences for misbehavior.

Parents of students whose behavior appears to be connected to substance abuse will receive information about Eminence, and on-site counseling service.

Parents of students whose behavior appears to be connected to emotional issues will receive information about counseling and support services.

#### Describe Professional Learning related to this action:

Climate and Culture team will meet monthly to review data, recommend plans and prepare presentations to staff.

Culture and Climate Team and site administrative team will use data to identify trends and adapt strategies to address behaviors.

The Culture and Climate team will align with feeder schools in order to develop a strategic and cohesive plan to support Tier 1 school-wide systems that support positive behavior.

Provide continued support for staff to engage in off-site professional learning opportunities on culture/climate topics (e.g., restorative practices, conflict mediation, trauma-sensitive practices).

All staff will engage in professional learning about Tier 1 classroom systems that support positive behavior, make agreements about consistent messaging across campus, and build relationships with and among students.

Administrative team will focus bi-weekly meetings on analysis of behavior data, with an emphasis on building consistency in response across the team, noticing patterns, and identifying and implementing intervention and support strategies.

Professional learning to support CCSS implementation will emphasize strategies for engagement, dialogue, and choice—the "ownership" tenet of the Fresno Unified Instructional Practice Guide; which in turn supports the development of relationships and the teaching of social emotional skills.

Professional learning for teachers to integrate SEL strategies in regular classroom instruction: growth mindset, self-awareness, self-management, self-efficacy and social awareness through a variety of strategies.

Involve all staff in examination of data and goal-setting (SMART goals) for culture and climate indicators: sense of belonging, misbehaviors, and attendance.

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0335 McLane High School (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.7500	Open Position	51,776.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.7500		47,016.00
G4A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Office	1.0000		51,426.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		55,253.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000		54,917.00

**\$260,388.00**

# 2018-2019 Budget for SPSA/School Site Council

## State/Federal Dept 0335 McLane High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	Teacher to support EL students.	120,283.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher supplemental to support EL student achievement	4,999.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,166.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Supplemental books and resources to support EL students.	4,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Instructional supplies, materials, professional learning to support EL students.	1,905.00
G1A1	LCFF: EL	Instruction	Direct Trans			: Parent transportation to support EL's	2,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			: Support for ELPAC Assessment	5,000.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			: Food services and supplies to support parent participation.	4,500.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sub			Classified support to substitute attendance and student monitoring needs.	3,500.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Books, materials, supplies to support instruction and student achievement (AP) (No incentives or food)	5,753.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to provide academic support and intervention to students. See all actions in GOAL 1	39,814.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			See All GOAL 1 actions: Teacher release time to support AC work and professional learning - substitute	31,050.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: SEE ALL ACTIONS, GOAL 1 & 4 Subscriptions, materials, supplies, books, to support instructional, social and counseling needs of students.	50,000.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			: Books, materials, supplies to support instruction and student achievement (No incentives or food)	5,000.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			: Supplemental materials and supplies to support instruction	3,590.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			: Technology and equipment to support student instruction	14,108.00
G1A3	Title 1 Basic	Instruction	Direct Trans			: Transportation to support students with events to increase A-G	1,000.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies to support parent involvement and participation (No incentives or food)	1,000.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			: Technology, and equipment to support student instruction, communication and achievement. (equipment)	53,000.00
G1A3	Sup & Conc	Instruction	Direct Trans			: Transportation / Buses	6,000.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental pay to provide additional support and instruction to improve achievement or participate in professional learning	30,000.00
G1A4	Sup & Conc	Instruction	Oth Equ Mnt			: Maintenance for equipment utilized by students and	2,500.00

G1A4		Instruction	Oth Equ Mnt			teachers in support of instruction and student learning.	2,500.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : Goal 1 Action 5	9,000.00
G1A4	Sup & Conc	Parent Participation	Communicatio			: Communication services, materials, goods to support parent participation in school.	1,000.00
G2A1	Sup & Conc	Instruction	Local Mileag			: Mileage to support Goal 2 participation	5,000.00
G2A1	Sup & Conc	Instruction	Local Mileag			: Travel to support Goal 2	5,000.00
G2A1	Sup & Conc	Instruction	Direct-Graph			: Graphics, banners, posters to promote student activities and events.	15,578.00
G2A1	Sup & Conc	Instruction	Direct-Food			: Food services and supplies to support instructional activities for increase of Goal 2 student participation.	10,000.00
G2A1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			: Materials / supplies / incentives to support and promote a positive school culture and improve academic achievement. (ILT Team)	10,000.00
G2A1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			: Materials / supplies / incentives to support and promote a positive school culture and improve academic achievement. (CCT Team)	10,000.00
G2A1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			: Materials / supplies / incentives to support and promote a positive school culture and improve academic achievement. (Counseling Team)	15,000.00
G2A1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			: Materials / supplies / incentives to support and promote a positive school culture and improve academic achievement. (Music)	10,000.00
G2A1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			: Materials / supplies / incentives to support and promote a positive school culture and improve academic achievement. (Principal)	15,000.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			: Materials and supplies needed for parent participation	7,500.00
G2A1	Sup & Conc	Parent Participation	Direct Trans			: Direct transportation for parents.	3,500.00
G2A1	Sup & Conc	Parent Participation	Direct-Food			: Food services for parent participation	4,000.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.7500	Open Position	51,776.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.7500		47,016.00
G4A1	Sup & Conc	Instructional Supervision & Adm	Cl&Tech-Reg	Assistant, School Office	1.0000		51,426.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		55,253.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000		54,917.00
							<b>\$781,134.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$169,057.00
Sup & Conc	7090	\$454,724.00
LCFF: EL	7091	\$157,353.00
<b>Grand Total</b>		<b>\$781,134.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$410,168.00
G2 - All students will engage in arts, activities, and athletics	\$110,578.00
G4 - All students will stay in school on target to graduate	\$260,388.00
<b>Grand Total</b>	<b>\$781,134.00</b>