

McLane High
10621661034214

Principal's Name: Brian Wulf

Principal's Signature:

A handwritten signature in black ink, appearing to read "Brian Wulf", is enclosed within a large, hand-drawn oval border.

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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


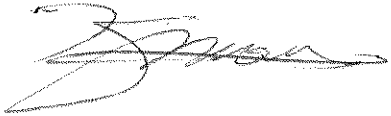
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Brian Wulf	X				
2. Chairperson – Kia Moua					X
3. Julio Fisher					X
4. Joey Ruiz					X
5. Genesis Hernandez					X
6. Mike Carter				X	
7. Genavie Lua				X	
8. Robert Hayes		X			
9. Michael Clark		X			
10. Sarah Rich		X			
11. Adam Garcia		X			
12. Merry Lopez			X		
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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Brian Wulf		4/24/20
SSC Chairperson	Kia Masa		4/24/20

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

McLane - 0335

ON-SITE ALLOCATION

3010	Title I	\$210,880 *
7090	LCFF Supplemental & Concentration	\$424,689
7091	LCFF for English Learners	\$160,401
TOTAL 2020/21 ON-SITE ALLOCATION		\$795,970

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$60,196
Remaining Title I funds are at the discretion of the School Site Council	\$150,684
Total Title I Allocation	\$210,880

McLane High 2020-2021 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
Completing AP/IB Courses with Credits Earned (HS)	30.407 %	23.949 %	2018-2019	30.949 %
EL Reclassification Rate (All grade levels)	9.759 %	5.745 %	2018-2019	12.745 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	36.706 %	35.733 %	2018-2019	42.733 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	14.295 %	9.677 %	2018-2019	16.677 %
One D or F on Any Report Card (grades 2-12)	70.041 %	77.329 %	2018-2019	70.329 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

Need for differentiated support strategies for students performing significantly below grade level. **Actions below are in progress and on track to meet targets.**

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

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

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.

- 2018-2019 over 50% of ELA teachers are affiliated with Fresno Unified PLI initiative promoting a blended learning model where teachers use a mixture of [online](#) learning, student groups and pull out strategies' with PLUS teachers to be more intentional about their interventions.
- 100% of all ELA teachers have tablets where students can utilize Spring Board for accelerated materials if they are finished with a task before their peers.
- PLC time is used for teachers, Vice Principal, and PLUS teachers to discuss CFA and target students for pull-out lessons so students are able to receive immediate re-teaching on the material they are struggling with.
- 2019-2020 ELA PLC targeted structures for African American and Hispanic students by creating on-site mentors to pull students with hopes that they can make a connection with a member on campus to voice academic concerns to improve iReady proficiency from **African American (11.1% to 27.3)**

SBAC testing to change site testing culture.

- Site funded professional learning days for all ELA content area teachers to build their capacity to intentionally plan GVC units together and assess student interim and 2018-2019 SBAC data.

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

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

- Using PLUS intervention teachers as support to Math 9-11th grade classes to pull out students and utilizing remedial blending learning strategies at lunch, after school and Saturday Academy.
- Weekly Professional Learning/PLC meetings between math teachers and Vice Principal discussing interventions, re-teaching and next steps for student growth by assessing CFA data.
- Analyzing admin IPG data targeting Tenet 2 Challenging Content and Tenet 3 Student Ownership to assess rigor of GVC to help pivot instructional practices.
- Utilizing district resource "Learning by Doing" to revamp site PLC's through Admin lead Professional Learning sessions around creating and assessing student data for all department meetings to help promote student content mastery.
- Implementing site testing assemblies and goal setting for staff and students promoting knowledge to student around SAT and iReady testing to change site testing culture.
- Site funded professional learning days for all Math content area teachers to help build their capacity to intentionally plan GVC units together and assess student interim and 2019-2020 iReady data.
- Maintaining Algebra 1 **credit** recovery class each semester to make up **credit** deficiencies.

EL Reclassification Rate (All grade levels)

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

- Counselors/ELD coordinator planning placement of ELD students in appropriate academic classes to ensure proficiency growth.
- Increase of Long-Term EL students in Honors and AP classes.
- ELD Coordinator/Counselor/ EL Teacher/Vice Principal use interim ELA/Math data to monitor growth to help intentionally plan for re-teaching material to prepare for SBAC and ELPAC re-designation.
- Grades, behavior and attendance tracked through MTSS bi-weekly meeting so counselor and ELD coordinator can create strategies to progress monitor and work with Home School Liaison (Hmong/Spanish) to connect with parents.
- 9th grade ELD students targeted by ELD coordinator/PLUS teachers for targeted interventions to help place students in necessary bilingual co-taught core classes to support student proficiency growth.

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

Need to evaluate align department grading practices was addressed whole staff through Professional Learning staff meetings, Instructional lead teacher meetings, buyback and department meetings PLC meetings.

- Vice Principals/Counselors meet weekly for MTSS rundown breaking into grade teams and running D/ F Data and discuss targeted interventions for student support.
- PLC coordinate tutorials based on student performance data and roll out blended learning initiative through PLI to excel or re-teach material.
- Teachers will use Homeroom once a month to progress monitor/goal set to review grades in all classes to track their progress and see what test/classwork they are missing.
- AP Coordinator works with AP Teachers to monitor students AP grades and to follow up with how teachers are supporting students who are not comprehending material.

and **Hispanic (26.1% to 34.7) to increase AT LEAST 4%**

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.

- 2019-2020 three of our math teachers are affiliated with Fresno Unified PLI initiative promoting a blended learning model where teachers use a mixture of online learning, student groups and pull out strategies' with PLUS teachers to be more intentional about their interventions.
- 100% of all Math teachers have tablets where students can utilize Go-Math for accelerated materials if they are finished with a task before their peers, or remedial questions to help support students struggling with material and need it re-taught.
- PLC time is used for teachers, Vice Principal, and PLUS teachers to discuss CFA and target students for pull-out lessons so students are able to receive immediate re-teaching on the material they are struggling with.
- 2019-2020 Math PLC targeted structures for all students to keep increasing our growth 4% we accumulated last year to another 4% increase on our iReady Spring Assessment.

EL Reclassification Rate (All grade levels)

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

- Each semester progress monitoring by ELD coordinator and counseling identifying what students need additional supports for after-school interventions
- One additional bilingual aide added to support core classes and support EL students in their classes.
- EL Coordinator position created to monitor, coach ELD teacher, support SDAIE strategies to core teacher to help differentiate instruction, and create targeted after school interventions to help with re-designation rates that rose 2% during the 2018-2019 school year and dropped almost 2% during the 2019-2020 school year.

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

Need to evaluate align department grading practices.

- Principal/Vice Principals utilized ILT/Department Chair meetings to bridge the idea of common grading practices amongst content areas. Department Chairs discussed idea with AC/PLC members over the course of Semester 1 and during Semester 2 whole staff professional learning was used to assess data and readings around the benefits of common grading.
 - **Data of current students** from 2019-2020 Semester 1 reveals that D/F rates have increased over previous years, and that these grades are stagnant between Q1 and S1. Furthermore, a similar statement can be made about the number of students with a GPA below 2.00. It should be noted that data of current students from the past three years excludes the grades freshman and sophomore students received while attending middle school. Hence, each subsequent school year includes the data of another class of students.
 1. For 2019-2020 the average student had 1.57 D/F grades at Q1. This represents an increase over the previous two years: 1.38 for 2018/19, and 1.21 for 2017/18.
 2. For 2019-2020 the average student had 1.58 D/F grades at S1. This represents an increase over the previous two years: 1.37 for 2018/19, and 1.18 for 2017/18.
 3. Between Q1 and S1 of 2019/20 there was a 1% increase in average D/F rates. This compares unfavorably to a decrease seen the previous two years: 1.10% decrease for

- CTE Pathway Coordinator meets with programs weekly to progress monitor, run grade reports with teachers and share information with counselors and administrative team.
- African American Mentor teacher will continue working with 25 at-risk students who are struggling academically, behaviorally and social-emotionally. Utilizing Counselors to educate parents and students on how to monitor and respond to low grades.
- Counselors meet quarterly with students to review A-G requirements and track student progress towards graduation and college Counselors attend MTSS bi-weekly with admin team to discuss in grade level teams which students require additional supports based on grades and attendance, and which students need to be accelerated into AP courses for the upcoming school year.
- Counselors debrief with Home School Liaisons which students require home visits or parent phone calls to update them on student progress.
- During the first semester of the 2019-2020 school year, after school tutorial attendance steadily increased. According to [login data](#) a total of 1900 students attended a tutorial session, providing resource for 464 unique students (25.64% of entire student population).
- Students were referred to tutorial through a variety of means including teachers/counselors and as part of re-entry procedures, but the primary filter was student athletes mandated to attend tutorial before practice (accounting for 1142 of all logins)

Completing AP/IB Courses with Credits Earned (HS)

- AP Coordinator/Intervention Coordinator meets weekly with AP Vice Principal to track student AP grades and recruitment strategies to engage more students into Advance Placement/College Credit courses.
- AP Coordinator/Intervention Coordinator created Saturday Academy AP prep classes where students come and access Khan Academy and Online College Board to practice SAT questions, academic writing, vocabulary and reading comprehension analysis.
- AP Coordinator/Intervention Coordinator meets semesterly with AP teachers to review College Board AP Exams for targeted instructional planning and goal-setting to pace though required texts for the school year.
- AP Coordinator/Intervention Coordinator reviews monthly with AP Vice Principal student enrollment numbers and why students are dropping AP courses.

2018/19, and 2.49% decrease for 2017/18).

4. For 2019-2020 there were 1061 students (60.22%) with at least one D/F at Q1 and there were 1013 students (57.49%) with at least one D/F at S1 (4.52% decrease). This compares unfavorably to the previous two years: 55.75% at 2018/19 Q1 and 53.54% at 2018/19 S1 (3.96% decrease), and 51.03% at 2017/18 Q1 and 49.21% at 2017/18 S1 (3.55% decrease).
5. For 2019-2020 there were 556 students (31.56%) with a GPA below 2.00 at Q1 and there were 566 students (32.12%) with a GPA below 2.00 at S1 (1.80% increase). This compares unfavorably to the previous two years: 29.63% at 2018/19 Q1 and 31.15% at 2018/19 S1 (5.14% increase), and 26.60% at 2017/18 Q1 and 28.17% at 2017/18 S1 (5.91% increase)

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

- All department areas discuss in CFA to all align to their focus standards, collaborate collectively to review their data and plan proper RTI strategies utilizing PLUS teachers, ELD Coordinator and site Instructional Coach.
- Homeroom created to have students follow same teacher for all 4 years to create a social-emotional relationship to feel comfortable enough to goal set monthly and address any site concerns.
- Unified RISE (Respect, Integrity, Spirit and Excellence) Guidelines for Success that promotes graduation requirements and college and career readiness.
- Creating Parent University and Coffee Hours to discuss ways parents can be involved on campus in order to support their students (Grading practicing, ELPAC Testing, SBAC Testing, ATLAS and tracking grades).
- EduText/School Messenger sign up for parents to be able to get daily report of students grades and if a grade has rose/dropped.
- Based on the quantitative data above and observation that some students are attending tutorial without clear purpose, this intervention should be more rigorous. It is **the intent** that this space become an environment of preparation for tests (SAT, iReady), in addition to its general purpose of supporting students through coursework. To this end, computers will be stationed at tutorial, teachers will be trained in the use of Khan Academy, and expectations for participation will be communicated and enforced among students.

Completing AP/IB Courses with Credits Earned (HS)

- **Monitoring of AP** reveals that there are currently 99 students (18.79%) that are not passing at least one of their AP classes. This is relatively consistent with results tracked from the first semester.
1. An **action plan** has been created to address the effectiveness of the AP program at our site. This plan includes efforts to appropriately place students in AP classes.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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
ELD Coordinator - Effective and recommended to continue
Providing for teacher professional learning and sub release time - Effective and will continue

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

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

1. Blended Learning in Math/ELA utilizing PLUS supports for help support Tier 1 interventions for teachers.
2. PLI Trainings and Site Walks to calibrate aligning instruction to promote vertical articulation.
3. Linked Learning/Pathway Trainings to align core subjects to CTE for Project Based Learning.
4. Each week coaches and CTE teachers will continue to receive referrals for their students to receive tutorial services according to their individualized needs. Student athlete access to tutorial has been made available by establishing the expectation among coaches that no practice begins until after a 3-4PM athletic tutorial session and through the evaluation of coaches based on the attendance of their student athletes.
5. Pathway student access to tutorial has been made available by adjusting the seventh period schedule to exclude Tuesday each week and will continue through the 2020-2021 school year.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Tutorials (remediation)
- Technology
- Student incentives
- More celebration of academic success (Academic Awards)
- Many students don't have history of college-going in their families so need continued messaging and support. (Parent University/Coffee Hour meetings)
- Make classes more engaging and relevant so students can relate to College and Career Readiness).
- Involve students in planning and implementation process.

2 ELAC:

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

3 Staff:

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

Action 1

Title: English Language Learners Support Services

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Head Counselor
ELD Coordinator

Timeline:

August 2020

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
ELD Coordinator
Teacher

Timeline:

August 2020
Reviewed Quarterly

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

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

Owner(s):

VPs
ELD Coordinator
Teachers

Timeline:

Quarterly

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

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

Owner(s):

VPs
Counselors
ELD Coordinator
Community Liaison

Timeline:

Every six weeks

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

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

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

Owner(s):

Principal
VPs
ELD Coordinator
ILT

Timeline:

Quarterly

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

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

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

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

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

- Place students in A-G classes according to Fresno Unified master plan for English Learners.
- Provide supplemental contracts/resources and materials, including technology, to support engagement and differentiation opportunities in EL instruction.
- Provide substitutes for ELAC testing to [create](#) optimal testing conditions for students.
- Students will be actively involved in using their own achievement and proficiency data to set goals for growth.
- Direct instruction in academic writing skills, reading comprehension and analysis, and academic discussion skills in all content classroom settings. Inclusive of computers, printers, licenses, supplies,
- Utilize PLUS teachers to support ELD Coordinator as RTI support for knowledge gaps in freshmen LTEL students. After school tutorial through ASSETs After [School Program](#).

Tier III: Migrant support in the way of extra classroom support, [tutoring](#), and materials

Specify enhanced services for EL students:

All monitoring and services described in Action #3

Goal setting and communication of progress towards goals with guardians.

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

Supplemental books and resources to support EL students.

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

Continued training and support provided to ELD Coordinator

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

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

Students who are "Off-Track" will receive notification for parent and student to attend site's off [campus](#) night where

Specify enhanced services for low-performing student groups:

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

Describe Professional Learning related to this action:

Teachers will receive professional learning determined by site data: ELAC/ English Assessments, EL Redesignation Goal-setting Report, Common Formative Assessments, iReady, 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.

school counselors, administration and principal discuss A-G requirements, making up site attendance and parents getting involved on [campus](#).

Individual Parent conferences with counselors and teachers to report on progress, assessment results, resources to support English Learner achievement. Transportation available.

Grade Level Counselor meetings provide specific information based on graduation, A-G on track and completion, earning credits, additional support, tutoring, and [credit](#) recovery.

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

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 ELAC/ English Assessment are mailed home in parents' primary language.

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

Provide professional learning opportunities for school staff: district, site and additional training around literacy.

Action 2

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

Action Details:

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

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

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

Vice Principal and Intervention Coordinator will monitor D/F data every 2 weeks.

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

Vice Principal

Principal

MTSS Team

Intervention Coordinator

[Timeline:](#)

Every 2 Weeks

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

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

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

Teachers

MTSS Team

Intervention Coordinator

[Timeline:](#)

Ongoing

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

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

Owner(s):

Intervention Coordinator
MTSS Team

Timeline:

Monthly

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

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

Owner(s):

Intervention Coordinator
AP Teachers
MTSS Team

Timeline:

Weekly,
Monthly,
Quarterly

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

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

Owner(s):

Pathway Coordinator
Pathway Teachers
MTSS Team

Timeline:

Weekly,
Monthly,
Quarterly

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

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

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

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

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

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

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

Specify enhanced services for EL students:

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

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

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

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

Specify enhanced services for low-performing student groups:

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

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

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

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

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

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

Continued training and support provided to ELD Coordinator

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.

Off-Track Sessions for parents to meet with School Counselors, Administration, EL Coordinator and Intervention Coordinator to discuss students off A-G Track.

Newsletter/PeachJar- tutorial schedule will be sent out.

Weekly Principal Parent Update

Website

grades and behaviors.

Describe Professional Learning related to this action:

Proficiency-based Learning (tasks, assessments)

Common formative and summative assessments (formal and informal)

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

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

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

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

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

Action 3

Title: Students meeting or exceeding standards in Math

Action Details:

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

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

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

Evidence of the implementation of professional learning around the work of PLC's. Understanding of student progression using PSAT, iReady, SAT data.

Owner(s):

Principal
Vice Principals

Timeline:

Weekly

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

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

Owner(s):

Principal
Vice Principals

Timeline:

Weekly

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

Data chat and goal setting lessons to be prepared and administered in Math classes leading up to iReady, SAT and PSAT. Use available formative assessment and interim data to ensure all students are receiving the same targeted instruction.

Owner(s):

Math Department

Timeline:

Quarterly

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

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

Owner(s):

Vice Principals
Lead teachers
PLC teams

Timeline:

Weekly

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

Evidence of iReady, IAB's and tutorial support to increase skills in mathematics.

Owner(s):

Counselors

Timeline:

Quarterly

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

Tier I: Incorporation of real world mathematical practices through projects and tasks.

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

- Students have the GVC available to [download](#) on phones and tablets to ensure easy access to curriculum and support.
- Full integration of technology into lessons promoting real world applications.

Tier II: After school [tutoring](#) available by referral and walk-in service to PLUS teachers or ASP Tutors.

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

- Teacher support in classroom as push in or pull out to help with PLUS teachers for tier II intervention. Specifically targeting Algebra I and Geometry.
- Students will receive training and practice taking grade level assessments and [online](#) assessments in preparation for PSAT, SAT and iReady.
- On track 11th and 12th graders will be utilized as peer tutors in Algebra I.
- Purchase and maintenance of technology, instructional resources, supplemental materials and supplies to support students and teachers.

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

1. **Substitutes to support instruction** - Effective will continue next year
2. **Supplemental contracts** - Effective will continue next year
3. **Technology, books, materials and supplies** - Effective will continue next year

Specify enhanced services for EL students:

Instruction embedded with California ELD standards in math.

Integrated and designated ELD

Bilingual [tutoring](#) and additional after school services for newcomer EL services.

Specify enhanced services for low-performing student groups:

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

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

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.

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

Continued training and support provided to ELD Coordinator.

[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 (Parent University)

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.

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

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

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

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

Proficiency-based Learning (tasks, assessments)

Common formative and summative assessments (formal and informal)

Staff 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: iReady, PSAT [online](#) tutorials, SAT, 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 Professional Learning Community teams.

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

Training and conferences for Special Education Teachers and Management involving extended learning opportunities to support/encourage student UDL strategies on campus.

School will utilize licenses, consultation services and digital learning resources to support identified goal to include but not limited to Socratic Seminar... etc.

Action 4

Title: Students Meeting or exceeding standards in English

[Action Details:](#)

McLane will continue to ensure that all students receive high quality first instruction. Tier 1 interventions will be targeted by a systematic response to intervention within our school, and continually improve ELA/Literacy instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate mastery of literacy standards.

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

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

Evidence of the implementation of professional learning around the work of PLC's. Understanding of student progression using PSAT, SAT, iReady data.

Owner(s):

Principal
Vice Principals
Teachers
MTSS Team

Timeline:

Weekly

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

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

Owner(s):

Principal
Vice Principals
Department Chairs

Timeline:

Weekly

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

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

Owner(s):

Principal
Vice Principals
Intervention Coordinator
ILT Team

Timeline:

Monthly

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

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

Owner(s):

Principal
Vice Principals
Lead teachers
Teachers

Timeline:

Monthly

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

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

Owner(s):

Intervention Coordinator
Teachers

Timeline:

Quarterly

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

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

- Students have the GVC available to [download](#) on phones and tablets to ensure easy access to curriculum and support.
- Full integration of technology into lessons ([Microsoft Teams](#)) promotes real world applications.
- Small group instruction/blended learning strategies.
- Students will be monitored and supported by Intervention Specialist to target first instruction.

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

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

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

- Students will receive training and practice taking grade level assessments and [online](#) assessments in preparation for CAASPP, iReady, PSAT and SAT.
- Purchase and maintenance of technology, instructional resources, supplemental materials and supplies to support students and teachers.

Tier III: Use of PLUS teachers and Teaching Fellows staff to support identified tier III students.

1. **Substitutes to support instruction-** Effective will continue next year
2. **Supplemental contracts-** Effective will continue next year
3. **Technology, books, materials and supplies-** Effective will continue next year

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

- Instruction embedded with California ELD standards in English.
- Integrated and designated ELD
- Bilingual [tutoring](#) and additional after school services for newcomer EL services.
- Targeted [language support](#) to help task directions and problem solving activities.
- EL resources with GVC Big Ideas and digital access to [language](#) supports.
- BIA available to support students in academic classes.

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

Continued training and support provided to ELD Coordinator.

[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 (Parent University)

Weekly Principal Parent Update

Website

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

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

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

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

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

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

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

Proficiency-based Learning (tasks, assessments)

Common formative and summative assessments (formal and informal)

Staff 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 iReady related sites.

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

Supplemental Contracts and/or sub release time for PLC teams.

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

Training and conferences for Special Education Teachers and Management involving extended learning opportunities to support/encourage student UDL strategies on [campus](#).

School will utilize licenses, consultation services and digital learning resources to support identified goal to include but not limited to Socratic Seminars... etc.

2020-2021 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		132,084.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			supplemental pay for teachers to support EL instruction and intervention	5,046.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,618.00
G1A1	LCFF: EL	Instruction	Mat & Supp			instructional materials/supplies and professional learning to support EL students	4,500.00
G1A1	LCFF: EL	Instruction	Travel			travel for ELs and travel to support professional learning to support EL instruction	1,553.00
G1A1	LCFF: EL	Instruction	Direct Trans			student study trips/bus transport	1,000.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			food to support EL learning experiences	2,000.00
G1A2	Sup & Conc	Instruction	Local Mileag			travel and mileage to support Goal 2	1,000.00
G1A2	Sup & Conc	Parent Participation	Mat & Supp			materials and supplies to support parent participation	3,000.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			materials/supplies to support parent participation classes (no food/incentives)	4,000.00
G1A4	Title 1 Basic	Instruction	Teacher-Subs			sub release time for teacher planning	33,273.00
G1A4	Title 1 Basic	Instruction	Bks & Ref			: library books/resources	1,238.00
G1A4	Sup & Conc	Instruction	Mat & Supp			materials/supplies/incentives to support/improve academic performance; support site safety, student incentives, cafeteria sound system	152,425.00
G1A4	Sup & Conc	Instruction	Nc-Equipment			technology, equipment, supplemental materials and supplies to support instruction	30,000.00
G1A4	Sup & Conc	Instruction	Travel			travel expenses to support professional learning	20,000.00
G1A4	Sup & Conc	Instruction	Copier Maint			copier lease/maintenance	10,124.00
G1A4	LCFF: EL	Instruction	Copier Maint			copier lease/maintenance (EL)	2,600.00

\$415,461.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	80.592 %	60.986 %	2018-2019	67.986 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Campus Culture

- - Scanning student ID's and/or utilizing sign-ins at events to capture students attending
 - Current engagement is just shy of 80% which is close for school year goal
 - Clubs tracking current rosters of involved students on ATLAS and including club meetings/events
 - Able to track growth in club as the year progresses
 - Monthly reports of students not involved in order to target those students
 - Decrease in non-involved student count from semester 1
 - Utilization of homeroom to disseminate info to students regarding upcoming events and activities
 - Students reported it was helpful to hear in addition to just announcements
 - Monthly House of Reps meeting to get student voice and share information
 - Students are able to share suggestions and give feedback as well as share important information with their classes
 - Fall & Spring Club Rush to help students find clubs they are interested in joining
 - Increase in clubs from last year, also able to track which new students are joining clubs.
 - Meeting with club advisors regarding expectations for clubs
 - Allows them to know expectations for 20-hour contract

Athletics

- Our participation rates have steadily increased to 80.592%
 - McLane High School offers a multitude of Goal 2 participation opportunities
 - 25 traditional sports
 - One of the few districts in the central section that offer:
 - Boys Volleyball
 - Competition Stunt Cheer
 - Girls Lacrosse

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

Goal 2 Participation Rate

All Ethnicities increased their participation in school functions for the 2019-2020 school year.

1. **African American: 73.1% to 81.8%**
2. **Asian: 64.2% to 75.2%**
3. **Hispanic: 59.6% to 69.6%**
4. **White: 55.6% to 74.1%**

All Specialty Groups increased their participation in school functions for the 2019-2020 school year.

- **Foster Youth: 57.1% to 100%**
- **EL: 52.5% to 60.4%**
- **Special Education: 49.3% to 66.5%**
- Participation numbers from **2018-2019 rose from 61.0% to 2019-2020 with 71.2%**

Climate Culture

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

Athletics

- Our goal to have All students engaged is unrealistic. However there are some things that we can identify in Athletics, that can help get us closer to the Goal.
 - The time that Athletic Academic Tutorial is being offered.
 - With athletic academic tutorial being offered from 3-4pm, it is cutting into practice time and discouraging coaches and athletes from participating.
 - Not enough Strength and Conditioning classes being offered

- Unified Sports
 - Basketball
 - Soccer
 - Track and Field
- Athletic Academic Tutorial program has given Goal 2 athletes the support they need to maintain a 2.0 GPA and remain eligible for participation.
- Strength and conditioning classes are now offered through our PE department, which has given the enrolled students an opportunity to increase athletic ability and given them more confidence to participate on an athletic team.
- Family ID has worked as an extremely valuable tool to gather, store, and then [access](#) students medical clearance data. This streamlined process has made it easier for our athletes families to [sign up](#) and complete the paperwork necessary to participate.

- Not all of our athletes are able to take advantage of this program, because we are only offering four sections.
- Low athletic participation within our homeless and socioeconomically disadvantaged groups
 - Only 17.65 percent of homeless participate in athletic
 - Only 21.45 percent of socioeconomically disadvantaged participate in athletics
 - Many of these students do not have the resources to purchase a physical.
 - This inequity can be relieved if we offer free physicals at the school site twice a year.
 - Many of these students lack the confidence to attempt participating in a sport
 - This inequity can be relieved if we can get them enrolled in a strength and conditioning class
 - In order to offer more strength and conditioning opportunities, we need to [invest](#) in professional development for our PE department and coaching staff, certifying them as weight room instructors.
- ○ **Homeless/foster and SPED:** transportation challenges
 1. Creating Little Buddies Program where GE students assist in Moderate/Severe classes on campus and help students with their assignments and with physical activities.
 2. Unified Sports team created for soccer, basketball and track so Functional Skills students can play against other schools in Fresno Unified with their general education peers.
 3. Connecting Foster Youth/Homeless students (61% and 67%) to help assist in 4th period Functional Skills PE to help get connected to students who need a mentor.
 4. Utilizing site funds so all students have [access](#) for field trips, activities and athletics regardless of outside influences.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- **Money allocated was utilized as intended to support the following:**
- Building positive relationships between students and adults
- Performing Arts
- Student Incentives
- Transportation
- Student Recognition
- Graphics, promotional materials, banners, branding..
- Travel and Professional Learning for staff

Climate Culture

- We did not train additional staff for Link this year but intend to send current Link leaders to a follow up training next year OR possible send a new teacher to be trained depending on needs at the time.

Athletics

The main things that athletics needs in order to increase participation are:

- Free physicals twice a year
- Renewed Family ID membership

Professional development for PE/coaches, for [weight](#) room certification

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- **Modification(s) based on evaluation results.** *Continue or discontinue actions/programs and why.*
 - We will continue with current programs that are in place as overall student engagement is up from this time last school year. However, engagement among the 9th grade class remains low and it is suggested that we add 1 period of a Link Crew class taught by the Link Crew Lead.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Look at incentive and consequence systems to ensure they are not barriers to engagement.
- Athletic/Activity Tutoring to create well-rounded Student Athletes.
- Better connect tutorial and engagements (eligibility).
- Value of engagement is well-communicated so students are aware of what is going on around campus.

2 ELAC:

- More opportunities for kids to participate.
- More communication home in home languages and utilizing Home School and Community Liaisons.

3 Staff:

- Variety of after-school opportunities.
- Improve athletic facilities.
- Need for more timely feedback/incentives (immediate)
- Use of social media for advertising and celebrating Athletics and Activities.
- Translate flyers and other communications in multiple languages.
- More clubs/activities geared toward subgroups and with that a way of spreading awareness to families and our McLane Community

Action 1

Title: Goal 2 - All Students will engage in arts, activities, athle

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 regional 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:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Monitor 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
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):

Vice Principals
Campus Culture Director
Athletic Director
Head Coaches
Class Sponsors

Timeline:

Monthly

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

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

Owner(s):

Vice Principal of CCD
Campus Culture Director
Athletic Director
Club Sponsors

Timeline:

Quarterly

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

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

Owner(s):

Principal
Vice Principal

Timeline:

Semester

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

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

Owner(s):

Athletic Director
Head Coaches
Intervention Coordinator

Timeline:

Monthly

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

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

Owner(s):

Vice Principals
Career Technical Education Coordinator

Timeline:

Monthly

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

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

Owner(s):

Vice Principal of Activities
Campus Culture Director
Link Crew Sponsors

Timeline:

Monthly

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

Establishing a regional identity through hosting middle/elementary games at the high school, Hosting a regional carnival inviting all families involved in the McLane community to come and engage in activities, and supporting all middle/elementary athletes to come and participate in McLane athletics during each sport cycle.

Owner(s):

Principal
Vice Principal of Athletics
Athletic Director
Campus Culture Director

Timeline:

Each Sports Season

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

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

- Athletic Director working with coaches on how multi-sport involvement will improve academics and school behavior.
- Protocols and expectations for club sponsors, class sponsors, and event logistics
- Training and conferences for extended learning opportunities and Culture and Climate Seminars, conferences, professional learning to support/build/increase student engagement.
- Provide incentives for positive school participation and advertising of the school's positive culture.
- Host regional events for feeder school, community, parents and students on a regular basis, activities, school culture and climate.
- Transportation and bus passes to support student involvement in Goal 2 activities.
- Creating non-contingent student/staff incentives to support connection to site. (monthly)
- Additional funding for Academic/Sports Banquets to establish traditions and community connection to site.

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

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

1. **Substitutes to support instruction** - Effective will continue next year
2. **Supplemental contracts** - Effective will continue next year
3. **Technology, books, materials and supplies** - Effective will continue next year

Specify enhanced services for EL students:

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

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

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

Continued training and support provided to 1.0 ELD Coordinator.

Specify enhanced services for low-performing student groups:

ELD Coordinator will monitor EL students each semester grade/attendance and engagement reports to provide targeted interventions.

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

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

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

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

Describe Professional Learning related to this action:

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.

Utilizing district initiative PeachJar to reach out to parents for weekly engagements on campus.

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.

Training for Link Crew Leaders to mentor and support our freshmen throughout the year.

Captains Training for students involved in sports that currently are or aspire to be team captains.

Advisory lessons sent to parents through PeachJar newsletter 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

Training and conferences for Climate and Culture provided to management and staff for extended learning opportunities to support/encourage student engagement on campus.

Maintaining Positive Behavior Program incentives through enhancing staff-student and student-student relationships.

2020-2021 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	Mat & Supp			: materials/supplies/support for student participation/expanding/new opportunities; graphics/banners/posters, etc., to promote campus culture, branding, events, and involvement	25,000.00
G2A1	Sup & Conc	Instruction	Direct-Graph			graphics/banners/posters, etc., to promote campus culture, branding, events, and involvement	3,000.00
G2A1	Sup & Conc	Instruction	Direct-Food			services/supplies to support instructional activities to increase/maintain Goal 2 efforts	5,000.00
G2A1	Sup & Conc	Other Instructional Resources	Cls Sup-Sup			music instruction @ 3 hours/day	14,331.00
G2A1	Sup & Conc	Security	Cls Sup-Ovr			safety OT	3,109.00
G2A1	Sup & Conc	Security	Cls Sup-Sup			Campus Culture/game management support	6,321.00

\$56,761.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness	38.376 %	31.379 %	2018-2019	34.379 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

College/Career Readiness

Linked Learning/CTE

- Pathway Coordinator monitors success and completion of project based learning and staff implementation of content.
- PL's scheduled with all pathways to ensure all teachers are collaborating on their collaborative projects so students receive their CTE completion certificate.
- Pathway Coordinator monitors all D/F's by collaborating with counselors to run reports of students who are struggling in their classes.
- Coordinator attends weekly AC/PLC meetings of CTE/Linked Learning teachers to ensure collaboration and student data is being tracked and monitored.
- Pathway Coordinator and teachers work together to monitor CALPADS requirements and completions to ensure all students assessments align with district graduate profile.
- Pathway Coordinator and teachers monitor student completion of industry certifications making sure students are passing: Microsoft Office, NCLB, OSHA10, CPR and Bank Teller Certification.
- Recruitment and Retention enrollment of CTE and Linked Learning courses is monitored by Pathway Coordinator to ensure the program remains relatable and engaging to students.
- Pathway Coordinator and teacher work together to provide meaningful work-based learning opportunities for all pathway students and CTE.

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

College/Career Readiness

CTE/Linked Learning addressing disproportionality

- From 2018-2019 to 2019-2020 enrollment decreased from 47.1% to 44.8%.
- Site addressed engagement struggles with African American students dropping 1%, by creating PLUS mentoring support for all African American students who have high needs in grades, behavior and attendance.
- Foster Youth decreased from 28.6% to 10.0%
- Special Education population decreased from 34.4% to 23.7% due to co-teachers, case-managers, RIM and counselors analyzing IEP's and opening up pathway courses as well as alternative electives to students in Mild/Moderate SDC students.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Previous model for CTE was not meeting the needs for students, revamp model will be used for agendas, dates and focusing on industry partners so students have greater access to work-based/project based learning.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

1. Linked Learning [Enrollment](#)

2. CTE Enrollment

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

-Coordinator wants to expand ArtVenture's industry certifications offerings as well as participating in a CTSO.

-Business Pathway needs to expand on paid internship opportunities as well as college credit offerings.

-Teacher Academy, identify a new college course for the senior capstone class.

-MERA, expand on more work-based learning opportunities on augmented reality job shadows and medical procedures.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Use of after-school experiences and advisory committee to promote CTE and Linked Learning.
- Build more intentional linking of curriculum across all pathway classes to improve vertical articulation.
- Increase amount of hands-on learning opportunities.

2 ELAC:

- Increase application of practical skills for career readiness.
- Increase support in CTE and linked learning classes for EL students to participate.

3 Staff:

- Continue campus visits, job shadowing, dual enrollment, internships, guest speakers, career fair.
- Need support for working with interdisciplinary connections in pathways when PLC's and curriculum call for course consistency.
- Opportunities for industry certifications not dependent on college enrollment; direct lines to post-secondary job training programs.

Action 1

Title: Linked Learning Enrollment

[Action Details:](#)

McLane will continue to work towards building a collaborative accountable community of Linked Learning teams focusing on high quality instruction in order to recruit and retain students in Linked Learning Pathways. McLane will use Linked Learning pathways to support student interests in careers. Teachers will connect relevant course work and allow students to apply their knowledge in real world [settings](#) through work-based learning experiences and Project-Based Learning.

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Pathway Coordinator

Timeline:

Monthly

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

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

Owner(s):

Pathway Coordinator

Teacher ILT leads

Timeline:

Weekly

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

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

Owner(s):

Pathway Coordinator

Career Technical Education Teacher Leads

Job Developer.

Timeline:

Quarterly

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

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

Owner(s):

Pathway Coordinator

Timeline:

Monthly

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

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

Owner(s):

Pathway Coordinator

Timeline:

Monthly

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

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

Owner(s):

Pathway Coordinator

Teacher Leads

Timeline:

Quarterly

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

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

Owner(s):

Pathway Coordinator

Teacher Leads

Timeline:

Weekly

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

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

Tier I: Interdisciplinary Project-Based Learning design

- Common Formative Assessment of LL Pathways and Project-Based Learning
- Ds/Fs rates data chats
- Data chats to improve instruction
- Work-Based Learning support
- Industry/Business Partners engagement
- After school intervention support through extra pay contracts for Linked Learning teachers to address student needs.
- Purchase of vans for transportation supporting outside classroom work-based and project based learning experiences.
- All new-enrolled students are invited to join.

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

- Peer mentors for students of focus (Suspensions, Attendance and D/Fs)
- Link Advisers monitoring strides in Atlas for student connectedness to school.

Tier III: MTSS Supports/Intervention

- Referral to school SSWRP Counselor to MTSS Team to connect with additional supports and resources.

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

Specify enhanced services for EL students:

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

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

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

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

Continued training and support provided to ELD Coordinator.

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.

Specify enhanced services for low-performing student groups:

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

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

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

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:

McLane High School will continue to expand student engagement who are enrolled in CTE program with meaningful Work-Based Learning experience, industry certification and Career Technical Student Organization (CTSOs).

Reasoning for using this action:	<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

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

Owner(s):

Pathway Coordinator
Job Developer

Timeline:

Quarterly

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

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

Owner(s):

Pathway Coordinator

Timeline:

Monthly

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

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

Owner(s):

Pathway Coordinator

Timeline:

Weekly

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

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

Owner(s):

Pathway Coordinator
Teacher Leads

Timeline:

Quarterly

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

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

Owner(s):

Pathway Coordinator
Teacher leads

Timeline:

Weekly

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

Monitor the successful completion of project based learning and implementation.

Owner(s):

Pathway Coordinator
Teacher Leads

Timeline:

Weekly

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

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

Owner(s):

Pathway Coordinator

Teacher Leads

Timeline:

Weekly

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

Work-Based Learning (WBL) experience are opportunities to engage students with career readiness skills such as guest speakers, job shadowing, unpaid/paid internships, certifications, etc. The number of WBL experiences at McLane High has increased by 25% for the 2019-2020 school year. In order to support a meaningful WBL experience for students, the following is implemented:

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

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

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

Specify enhanced services for EL students:

Plus, 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.

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

Continued training and support provided to ELD Coordinator

Specify enhanced services for low-performing student groups:

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

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

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

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.

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

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.

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.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0335 McLane High School (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Maint			: van maintenance	1,000.00
G3A2	Sup & Conc	Instruction	Direct Trans			college trips, transportation to support academic success, A-G completion and career readiness	28,000.00
G3A2	Sup & Conc	Instruction	Direct-Maint			: van: 1K fuel, 1K repairs	2,000.00

\$31,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	15.506 %	19.184 %	2018-2019	17.184 %
Suspensions Per 100	14.411 %	11.06 %	2018-2019	10.06 %
Graduation Rate	89.022 %	85.947 %	2018-2019	86.947 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Progress made due to intentional intervention systems.

- Attendance rates monitored bi-weekly during MTSS counseling/admin meetings to address grade alike teams attendance concerns.
- Climate Culture Team addressing and creating tardy policy to address chronic attendance concerns on campus and implementing supports.
- Implementation of Saturday Academy to allow students to make up absent days and 4 hours of instructional time they missed due to absences.
- Home School Liaisons conduct home visits of students who have excessive absences to schedule conferences with counselors, admin and teachers to provide interventions for students and their families.
- Parent coffee hours utilized to discuss absences and how they affect students on their path to graduation. EduText is discussed and parents sign up to receive daily updates on their students grades and attendance.
- Creation of Homeroom to help students track data as a class and receive incentives for participating and coming to class on time.
- Bus tokens provided to students who have unstable situations and need additional supports to get to school.

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

Graduation Rate

Site had a graduation rate of 87.8% with 325 student's receiving diplomas in 2018-2019

- Counseling initiatives A-G requirements
- Monitoring and tracking from 9th to 12th grade to ensure all students are receiving necessary classes

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

Chronic Absenteeism

- Students receiving Special Education services sometimes have health concerns and multiple appointments that lead to absenteeism. Special Education absenteeism rose dropped from 28% to 22% during the 2019-2020 school year.
- Site COST Team (Coordination of Services Team) is hoping with the creation of weekly meetings Homeless absenteeism will decrease due to constant team monitoring. Team consists of Vice Principal, REC Teacher, Restorative Counselor, Project Access Counselor, School Social Worker, School Psychologist and Site Nurse.
- Foster Youth decreased from 37.5% to 27.3% due to intentional planning of Project [Access](#) Counselor communicating with COST Team and student's school counselor to ensure constant communication.

Graduation Rate

In 2018-2019 site had a graduation rate of 87.8% with 325 Seniors receiving their diploma.

- Submitting of ERC referrals to make sure all students recovered credits to be on track for graduation and college and career readiness.

Suspensions Per 100

- More consistent school-wide PBIS has decreased disproportionality has lead to a site drop in suspensions from 11.06% to 5.98%
 - There was a site wide decrease in all grade levels in suspensions per 100 students
1. 9th grade- 19.9% to 10.87%
 2. 10th grade- 8.92% to 5.03%
 3. 11th grade- 9.34% to 4.35%

for graduation.

- Credit Recovery

Suspensions Per 100

More consistent PBIS systems and regular Culture-Climate Team work.

- Consistent site Levels of Misbehavior referrals and behavior notification forms created by Climate Culture Team and rolled out to site staff to implement with students.
- MTSS Admin/Counselor grade alike teams addressing student chronic behaviors, attendance and grades.
- Re-Engagement Team (Restorative Counselor, Restorative Teacher, Re-engagement teacher, Social Worker, School Psychologist and Vice Principal) pull weekly discipline data and track students who are repeat referrals and plug in to necessary social-emotional supports.
- Behavior Notification Forms are logged daily and reviewed by admin team to ensure communication with students, parents, vice principals, teachers and re-engagement staff.
- Homeroom lessons address site wide Guidelines for Success, consequences of misbehavior's, school-wide and common area expectations and resources for help.

4. 12th grade- 4.0% to 2.49%

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

1. African American- 41.13% to 17.14%

2. Hispanic- 9.39 to 2.17%

3. White- 14.61% to 26.32%

4. Asian- Not quantifiable, too low of numbers

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

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

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

-Needed to increase funding in support of school safety to contract with Fresno Police Department for additional hours of police presence on campus and at school events as well as FUSD Safety office for additional Campus Assistants.

-Need to provide ongoing professional learning for Climate Culture Team in support of school goals in alignment with Safe and Civil rubric.

-Need to create a parent center to properly utilize funding for parent communication and supports in support of school goals.

-Need to increase FTE to establish a Intervention Coordinator in support of MTSS sustainability.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Creation of a Parent Resource Center to support increased parent involvement and parent education classes. (Utilizing Community and Home School Liaison).

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

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

2 ELAC:

- Need for more ongoing input from parents regarding ELPAC and Parent University meetings to discuss testing and support strategies at home.
- Tutorial after school to support EL students.

3 Staff:

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

Action 1

Title: Attendance

Action Details:

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

Reasoning for using this action: 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

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

Owner(s):

Administration Team
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):

Administration Team
Attendance Team

Timeline:

Weekly

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

Agendas and records show implementation of planned interventions and professional learning

Owner(s):

Principal
Vice Principal

Timeline:

Monthly

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

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

Owner(s):

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

Timeline:

Weekly / Ongoing

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

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

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

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

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

Specify enhanced services for EL students:

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

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

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

Continued training and support provided to ELD Coordinator

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.

Specify enhanced services for low-performing student groups:

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

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

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

Describe Professional Learning related to this action:

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

Parents will be provided with information, encouragement and support to [register](#) for EduText to monitor daily attendance.

Students who are "Off-Track" will receive notification for parent and student to attend site's off campus night where school counselors, administration and principal discuss A-G requirements, making up site attendance and parents getting involved on campus.

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.

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 continue to engage in a cycle of continuous improvement collecting and analyzing data that prioritizes areas of improvement in policies and procedures to support school wide goals. Tier 1 services focus on common areas and school wide policies, staff responding to misbehavior through instructional approach, and creating an inviting climate that intentionally builds relationships to help address safety, conflicts and bullying. Tier 2 supports include opportunities for reflection with an emphasis on restoration and learning from mistakes. Tier 3 includes connection to services to meet underlying needs and expansion of the effort to involve student families. TSA support for student interventions.

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Climate and Culture Team
School Social Worker
Administration

Timeline:

Weekly / Ongoing

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

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

Owner(s):

Administration

Timeline:

Quarterly

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

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

Owner(s):

Principal
Vice Principals

Timeline:

Bi-weekly

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

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

Owner(s):

Principal
Vice Principals

Timeline:

Monthly

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

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

Owner(s):

Resource Counseling Assistant
Vice Principals

Timeline:

Daily

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

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

Owner(s):

Principal
Vice Principal
Climate Culture Team

Timeline:

Monthly

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

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

Owner(s):

Principal
Vice Principals
Climate Culture Team

Timeline:

Monthly

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

Site ATLAS logs show intervention and outreach to parents.

Owner(s):

Community School Liaison

Timeline:

Monthly

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

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

Owner(s):

Vice Principal of Climate and Culture

Timeline:

Monthly

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

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

Owner(s):

Administration Team

Timeline:

Weekly

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

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

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

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

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

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

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

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

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

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

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

Specify 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.

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

Continued training and support provided to ELD Coordinator.

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.

Specify enhanced services for low-performing student groups:

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

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

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

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

Describe Professional Learning related to this action:

Climate and Culture team will meet monthly to review data, recommend plans and prepare presentations to staff surrounding Suspension, Attendance and Levels of Misbehavior's.

Climate and Culture team will attend Safe and Civil conference to bring new site structures and procedures back to school and run professional learning.

Climate and Culture Team will pull site data and share it at professional development for staff surrounding Levels of Misbehavior's, Strategies to Build Personal Relationships with students and how to utilize the Teacher's Encyclopedia. .

Culture and Climate Team and site administrative team will use data to identify trends and adapt strategies to address behaviors utilizing "Culturally Responsive Teaching and The Brain" by Zaretta Hammond.

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, as well as Common Grading Practices utilizing, "On Your Mark" by Thomas R. Guskey

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.

2020-2021 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	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			classified sub support of attendance and academic monitoring	5,314.00
G4A2	Title 1 Basic	Instruction	Oth Cls-Oth			academic tutors to support MTSS	4,143.00
G4A2	Title 1 Basic	Instruction	Bks & Ref			Edgenuity	10,000.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Asst REC	55,803.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.7500	Home/School Communication/intervention/parent support "No translation of mandatory items such as ELAC and IEP"	53,528.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.7500	Home/School Communication/intervention/parent support "No translation of mandatory items such as ELAC and IEP"	48,895.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Counseling Center/student support materials/supplies	10,000.00
G4A2	Sup & Conc	Instruction	Direct-Maint			maintenance	7,000.00
G4A2	Sup & Conc	Parent Participation	Communicatio			services/goods to support parent communication	5,000.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.4375	Safety Support	15,804.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.4000	AK - Change to TSA Per D. Ryland	46,764.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			supplemental pay for teachers - MTSS	30,497.00

\$292,748.00

2020-2021 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		132,084.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			supplemental pay for teachers to support EL instruction and intervention	5,046.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,618.00
G1A1	LCFF: EL	Instruction	Mat & Supp			instructional materials/supplies and professional learning to support EL students	4,500.00
G1A1	LCFF: EL	Instruction	Travel			travel for ELs and travel to support professional learning to support EL instruction	1,553.00
G1A1	LCFF: EL	Instruction	Direct Trans			student study trips/bus transport	1,000.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			food to support EL learning experiences	2,000.00
G1A2	Sup & Conc	Instruction	Local Mileag			travel and mileage to support Goal 2	1,000.00
G1A2	Sup & Conc	Parent Participation	Mat & Supp			materials and supplies to support parent participation	3,000.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			materials/supplies to support parent participation classes (no food/incentives)	4,000.00
G1A4	Title 1 Basic	Instruction	Teacher-Subs			sub release time for teacher planning	33,273.00
G1A4	Title 1 Basic	Instruction	Bks & Ref			: library books/resources	1,238.00
G1A4	Sup & Conc	Instruction	Mat & Supp			materials/supplies/incentives to support/improve academic performance; support site safety, student incentives, cafeteria sound system	152,425.00
G1A4	Sup & Conc	Instruction	Nc-Equipment			technology, equipment, supplemental materials and supplies to support instruction	30,000.00
G1A4	Sup & Conc	Instruction	Travel			travel expenses to support professional learning	20,000.00
G1A4	Sup & Conc	Instruction	Copier Maint			copier lease/maintenance	10,124.00
G1A4	LCFF: EL	Instruction	Copier Maint			copier lease/maintenance (EL)	2,600.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: materials/supplies/support for student participation/expanding/new opportunities; graphics/banners/posters, etc., to promote campus culture, branding, events, and involvement	25,000.00
G2A1	Sup & Conc	Instruction	Direct-Graph			graphics/banners/posters, etc., to promote campus culture, branding, events, and involvement	3,000.00
G2A1	Sup & Conc	Instruction	Direct-Food			services/supplies to support instructional activities to increase/maintain Goal 2 efforts	5,000.00
G2A1	Sup & Conc	Other Instructional Resources	Cls Sup-Sup			music instruction @ 3 hours/day	14,331.00
G2A1	Sup & Conc	Security	Cls Sup-Ovr			safety OT	3,109.00
G2A1	Sup & Conc	Security	Cls Sup-Sup			Campus Culture/game management support	6,321.00
G3A1	Sup & Conc	Instruction	Direct-Maint			: van maintenance	1,000.00
G3A2	Sup & Conc	Instruction	Direct Trans			college trips, transportation to support academic success, A-G completion and career readiness	28,000.00
G3A2	Sup & Conc	Instruction	Direct-Maint			: van: 1K fuel, 1K repairs	2,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			classified sub support of attendance and academic	5,314.00

G4A1		Attendance & Social Work Service	Cls Sup-Sub			monitoring	5,314.00
G4A2	Title 1 Basic	Instruction	Oth Cls-Oth			academic tutors to support MTSS	4,143.00
G4A2	Title 1 Basic	Instruction	Bks & Ref			Edgenuity	10,000.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Asst REC	55,803.00
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G4A2	Sup & Conc	Parent Participation	Communicatio			services/goods to support parent communication	5,000.00
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G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.4000	AK - Change to TSA Per D. Ryland	46,764.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			supplemental pay for teachers - MTSS	30,497.00
							\$795,970.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$210,880.00
Sup & Conc	7090	\$424,689.00
LCFF: EL	7091	\$160,401.00
Grand Total		\$795,970.00

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$415,461.00	
G2 - All students will engage in arts, activities, and athletics	\$56,761.00	
G3 - All students will demonstrate the character and competencies for workplace success	\$31,000.00	
G4 - All students will stay in school on target to graduate	\$292,748.00	
Grand Total		\$795,970.00