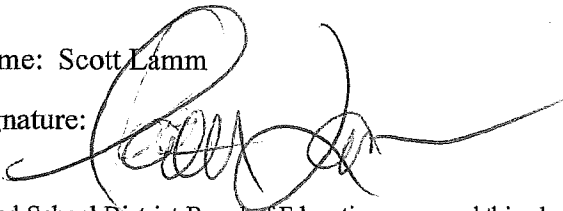


McLane High School

10621661034214

Principal's Name: Scott Lamm

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Scott Lamm', written over the 'Principal's Signature:' label.

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

McLane High School

Table of Contents		
Section	Topic	Details
A.	School Quality Review Process	Data Analysis and identification of needs and goals from SQII Needs Assessment
B.	Action Plan	Action designed to meet the needs and accomplish the goals
B.1.	Academic Domain	Academic and Course Performance
B.2.	Social/Emotional Domain	Attendance/Suspensions/Expulsions
B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
Budget and Governance Sections		
C.1.	Budget	Allocations and planned expenditures
D.1.	Centralized Services	N/A
E.1.	Assurances	Consolidated Program Assurances
E.2.	School Site Council	Members list
E.3.	Required Signatures	Principal and SSC Chairperson
E.4.	Addendum	Site Parent Involvement Policy/Compact/SSC Bylaws

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	9/9	17.49 %
<input checked="" type="checkbox"/>	High	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	9/9	72.95 %
<input type="checkbox"/>	High	Advanced Placement (AP)	1- AP Eligibility Pool	5936	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria	9/10	14.35 %
<input type="checkbox"/>	High	Advanced Placement (AP)	5- Course Retention Exam Takers Passing Rate	5940	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria who were appropriately placed in AP course(s), complete the AP course(s), take the corresponding AP exam(s), and pass AP course exam(s) with 3 or higher, plus 9th grade students enrolled in AP Human Geography, complete the AP course, take the corresponding AP exam, and pass AP course with a 3 or higher	8/8	2.54 %
<input checked="" type="checkbox"/>	High	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	7/9	9.29 %
<input checked="" type="checkbox"/>	High	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	7/9	90.71 %
<input checked="" type="checkbox"/>	High	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	7/9	29.35 %
<input type="checkbox"/>	High	Advanced Placement	4- Course Retention	5939	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria who were appropriately placed in AP course(s), complete the AP course(s) and take the corresponding AP exam(s), plus 9th grade students	7/8	86.76 %

(AP)	Exam Takers	enrolled in AP Human Geography, complete the AP course, and take the corresponding AP exam	%
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2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	7/9	20.93 %
<input checked="" type="checkbox"/>	High	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	5/9	26.84 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	High	College-Going Culture	3- 4-Year Eligible but CCC only Applicants	6015	Number and percentage of 12th grade students who are eligible to apply to a 4-year university and only applied to a California Community College (CCC)	8/8	5.76 %
<input checked="" type="checkbox"/>	High	A-G	5- A-G Rate	6326	District Dashboard (Goal 4): Percentage of graduates who completed A-G requirements	8/8	40.44 %
<input type="checkbox"/>	High	College-Going Culture	4- Eligible Applicants to Two 4-year IHE Segments	6016	Number and percentage of on-track, 12th grade students with a GPA of 3.0 and above who applied to 2 out of 3 segments of higher education, excludes State Center Community College District	8/9	34.17 %
<input checked="" type="checkbox"/>	High	College-Going Culture	5- FAFSA Completion Rate	6332	Number and percentage of 12th grade students who are low-income, SIR'd or matriculated to any Institution of Higher Education and submitted the Free Application for Federal Student Aid (FAFSA) by March 2nd as verified by the California Student Aid Commission with GPA verification	8/9	90.73 %
<input checked="" type="checkbox"/>	High	Graduation	4- Graduation Rate	6325	District Dashboard (Goal 4): CORE Waiver: Four Year Cohort Graduation Rate	7/8	83.94 %

<input type="checkbox"/>	High	Career Technical Education (CTE)	3- Graduation and A-G On-Track Status	6355	Number and percentage of CTE participants who graduated A-G on-track	7/9	44.1 %
<input type="checkbox"/>	High	A-G	1- On-Track Status	6134	Number and percentage of 9th-12th grade students who are A-G on-track at the beginning of the current semester and does not consider courses in progress (9th grade is excluded from fall semester)	7/10	39.77 %
<input type="checkbox"/>	High	Graduation	3- Off-Track to On-Track	6152	Number and percentage of 9th-12th grade students who started the academic year borderline or off-track for graduation and moved to on-track status for graduation in the most recent quarter	7/10	47.64 %
<input checked="" type="checkbox"/>	High	A-G	2- Appropriate Course Placement	6021	Number and percentage of 9th-12th grade students enrolled in the appropriate A-G units to be considered A-G on-track	7/10	53.9 %
<input type="checkbox"/>	High	Graduation	2- On-Track Retention Rate	6151	Number and percentage of 9th-12th grade students who were on-track for graduation at the beginning of the academic year, enrolled in the appropriate courses in the current academic year and remain on-track in the most recent quarter	7/9	76.85 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	9/10	21 %
<input type="checkbox"/>	High	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	8/10	92.79 %
<input checked="" type="checkbox"/>	High	Suspension	2- Disproportionality	5976	Number and percentage of students with 1 or more total suspension incidents whose subgroups are more than 10% negatively disproportionately represented	7/10	100 %
<input type="checkbox"/>	High	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	7/10	18.81 %
<input checked="" type="checkbox"/>	High	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	7/10	9.91 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	9/10	27.14 %
<input checked="" type="checkbox"/>	High	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	5/9	76.19 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 1	<p><i>Detail the action:</i> To support the students who are not meeting or nearly meeting grade level standards in English Language Arts, we will develop and implement a system of academic support for students in all classes and after school tutoring that focuses on comprehension of complex grade level texts, DOK level 3 and 4 tasks, and student ownership through student led inquiry/questioning and collaboration. Accountable Communities will develop common assessments for the purpose of monitoring progress and informing next steps instruction throughout the year, as well as analyzing DRP and Illuminate data to further uncover knowledge gaps and plan appropriate intervention as a team. As a result, our students’ growth in English Language Arts will see a marked decrease in those not meeting standards on the CAASSP in the Spring.</p>		
SQII Element: ELA (SBAC)	SQII Sub-element(s): 6142-1 - Standard Not Met/ Nearly Met	Site Growth Target: 62.95%	Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> By Fall of 2017, MHS will decrease the percentage of students scoring Not Met or Standard Nearly Met on the ELA SBAC from 72.95% to 62.95%. 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> Provide all teachers on-going professional learning to support student understanding of grade level text. Student work samples analyzed in Accountable Communities show complex tasks associating with the reading of complex texts Classroom walk through data collected from literal notes and Instructional Practice Guides demonstrate a consistent use of grade level texts, rigorous tasks, and student ownership of learning. Data chats with goal-setting component prior to DRP and Interim Assessments for freshmen and Junior/Senior EL students designed and administered by Plus teachers prior to testing 		<p><i>Owner(s)</i></p> <p>Principal/VPs</p> <p>Lead Teachers Dept. Chairs</p> <p>Principal/VPs</p> <p>PLUS Teachers</p>	<p><i>Timeline</i></p> <p>Weekly 2016-2017</p> <p>Bi-weekly</p> <p>Ongoing/ 2016-2017</p> <p>Quarterly</p> <p>Quarterly</p>

<ul style="list-style-type: none"> • <i>Data chat with goal-setting mini lessons prepared for teachers to deliver in ELA classes for Sophomores</i> • <i>Incorporate reading comprehension classroom practice and formative Assessment in the Accountable Communities to measure progress in the intervals between DRP and Interim assessments. Teachers will be discussing the Illuminate Assessment tool to create Formative Common Assessments in all subject areas.</i> • <i>Teachers will continue to receive professional learning to navigate and create assessments using the Illuminate tool.</i> • <i>Students will receive training and practice taking formative common assessments using the Illuminate program and SBAC/CAASPP practice assessments.</i> • <i>Student increase proficiency on the Illuminate Assessments. By the end of the year, English will have 160-165 students scoring meet or exceed standards</i> • <i>Students will receive grade level English instruction that aligns with Scope and Sequence and Common Core Standards for ELA/ELD, with emphasis on focus and recursive standards.</i> • <i>Increase the percentage of students that meet or exceed standards on the ELA SBAC/CAASPP (SQII 5926-2) from 17.49 in Fall 2015, to 22.74 %.</i> • <i>Increase the percentage of students scoring at grade level on DRP from the current percentage of 18% to 28% .</i> • <i>Increase the percentage of students scoring Standards Met or Standard Exceeded on the ELA Interim Assessment from less than 1% for both content areas to 11% for both content areas.</i> 	<p><i>English Teachers</i></p> <p><i>All Teachers/AC</i></p> <p><i>Principal/ VPs</i></p> <p><i>All Teachers</i></p> <p><i>English Teachers</i></p> <p><i>11th grade English Teachers</i></p> <p><i>9th/ 10th grade ELA Teachers</i></p> <p><i>All teachers</i></p>	<p><i>Bi-weekly</i></p> <p><i>Quarterly</i></p> <p><i>September/January/May</i></p> <p><i>September/January/May</i></p> <p><i>Daily/ ongoing</i></p> <p><i>August 2017</i></p> <p><i>August 2017</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Presentations on support at home in SSC, ELAC, Parent University, Parent Empowerment, and Hmong Parent meetings. Our robust parent community has a meeting opportunity at least once per week. Workshops on parent support at home, Edutext, Parent Portal, and other pertinent information is shared with parents while receiving feedback from them.</i> • <i>Data reported out at parent meetings such as CELDT, DRP, SBAC/CAASPP, Illuminate Benchmarks, keeps parents up to date on school-wide progress and what each piece of data means as a formative action.</i> • <i>Counselors present evening parent meetings for each grade level that inform parents of the specific expectations for each year toward successful on-time graduation and a-g completion.</i> • <i>Back to School and Open House Nights provide opportunities for parents to connect with the individual teachers, counselors, and administrators to answer questions, discuss student issues, and schedule additional meetings as needed.</i> • <i>Parent Conferences with counselors, vice principals, teachers, throughout the school year provide specific information to parents as to the academic progress of their student(s), as well as create successful supports to fill gaps and overcome challenges.</i> 		

- *School Messenger is used both as a site and by individual teachers to keep parents informed of specific assignments that are due, assessments coming up, parent events, etc. A weekly messenger is sent to all student and staff homes on Sunday evenings to inform all of the events and important assessments for the week to come.*

Describe related professional learning:

Bi-weekly whole staff meetings are held on early release Tuesdays to devote 70-100 minutes for in-depth learning. Overall topics for the year are determined based on student assessment data that reveals specific areas of need. These topics are also evident on walk-throughs that align with the Instructional Practice Guide and Theory of Change tenets. Overall Topics relating to comprehension and SBAC/CAASPP for the year include:

- *Complex Tasks embedded in Complex Text and Talk for all teachers*
- *Comprehension strategies and deep analysis of grade level texts*
- *Tier two reading intervention in the classroom*
- *Creation of assessments using the Illuminate system*
- *Teacher Technology training to embed more student time on technology*
- *Reading and interpreting results of DRP and Interim Assessments*
- *Using DRP, Interim Assessments, and AC Common assignments to inform instruction*

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

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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

Our data reveals that 72.95% of students scored “standard not met or nearly met” on ELA SBAC/CAASPP. With this in mind, it is clear that all students are in need of specific interventions and actions.

- *Anchor Texts for English I, II, III,*
- *Supplemental texts for all content areas*
- *Supplemental texts and consumables for reading interventions*
- *Tablets, Carts, and Printers for classroom use*
- *After school tutoring with referral process for specific skills and knowledge such as developing an argument, relevant evidence, breaking down compound/complex sentences within text for comprehension.*
- *Winter break/ Saturday clinics for reading comprehension and writing strategies*

- *CAASPP Camp to review skills and knowledge, practice with tasks and additional practice with technology*

Specify additional targeted actions for EL students:

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

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				SPSA Action #1 - Decrease # of students scoring Not Met/Nearly Met in ELA SBAC/CAASPP. Supplemental contracts for teachers to provide extended day instructional support for students.	3,488
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				SPSA Action #1 Technology for ELA	21,500
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				SPSA Action 1 - Decrease # of students scoring Not Met/Nearly Met on ELA SBAC/CAASPP	2,557
1	1	Title 1 Basic	Instruction	Materials & Supplies				SPSA Action #1 - Decrease # of students scoring Not Met/Nearly Met on ELA SBAC/CAASPP	2,569
								Total	\$30,114

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	<p><i>Detail the action: Comprehensive instruction in mathematics that targets focus, coherence, and rigor, as well as student ownership through collaboration and inquiry. With intense and focused professional learning that targets deep learning and solid instructional techniques for teachers, students remain engaged in challenging tasks and real world applications. Interventions in the form of PLUS tier II intervention for Algebra I, and various tutoring and clinic opportunities for all students, mathematics success at high levels will be achieved.</i></p>		
SQII Element: Math (SBAC)	SQII Sub-element(s): 6160-1 - Standard Not Met/Nearly Met	Site Growth Target: 80.71%	Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
<p><i>Write a SMART Goal to address each data point: By Fall of 2017, MHS will decrease the percentage of students scoring Not Met or Standard Nearly Met on the Mathematics SBAC from 90.71% to 80.71%.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <i>Provide mathematics teachers on-going professional learning to support student understanding of progressions and coherence.</i> <i>Student work samples analyzed in Accountable Communities show grade level complex tasks</i> <i>Classroom walk through data collected from literal notes and Instructional Practice Guides demonstrate a consistent use of grade level instruction, rigorous tasks, and student ownership of learning.</i> <i>Data chat with goal-setting mini lessons prepared for teachers to deliver in Math classes for Illuminate and SBAC</i> <i>Incorporate classroom practice and formative Assessments in the Accountable Communities to measure progress in the intervals between Illuminate Interim assessments.</i> <i>Teachers will be discussing the Illuminate Assessment tool to create Formative Common Assessments.</i> <i>Teachers will continue to receive professional learning to navigate and create assessments using the Illuminate tool</i> <i>Students will receive training and practice taking formative common assessments using the Illuminate program and SBAC practice assessments.</i> <i>Student increase proficiency on the Illuminate Assessments. By the end of the year, Math will have 120 students scoring meet or exceed standards</i> 		<p><i>Owner(s)</i></p> <p><i>Principal VPs Lead Teachers Dept. Chair Principal VPs</i></p> <p><i>PLUS Teachers</i></p> <p><i>Math Teachers, PLUS teacher</i></p> <p><i>Math Teachers, PLUS teacher</i></p>	<p><i>Timeline</i></p> <p><i>Weekly 2016-2017</i></p> <p><i>Bi-weekly</i></p> <p><i>Ongoing/ 2016-2017</i></p> <p><i>Quarterly</i></p> <p><i>Quarterly</i></p> <p><i>Bi-weekly</i></p> <p><i>Bi-weekly</i></p> <p><i>Quarterly</i></p> <p><i>September/January/May</i></p>

<ul style="list-style-type: none"> • <i>Students will receive grade level mathematics instruction that aligns with Scope and Sequence and Common Core Standards with emphasis on focus and recursive standards.</i> • <i>By Fall 2017, McLane High School will increase the percentage of students that meet or exceed standards on the Mathematics SBAC by 30% , from 9.29% in Fall 2015, to 12.08 % in Fall 2017 6169-2 - Standard Met/Exceeded</i> • <i>By Fall of 2017, MHS will decrease the percentage of subgroup students with a greater than 10% negative disproportionality by 10%, from 29.35% to 19.35%.</i> • <i>By June of 2017, increase the percentage of students scoring Standard Met or Standard Exceeded on the Math Interim Assessment from less than 1% to 11% of students taking the District Interim Assessment, 120 students that meet or exceed standards.</i> 	<p><i>Math Teachers, PLUS teacher Math Teachers</i></p>	<p><i>September/January/May</i></p>
		<p><i>Daily/ ongoing</i></p>
	<p><i>Math Teachers</i></p>	<p><i>August 2017</i></p>
	<p><i>Math Teachers</i></p>	<p><i>August 2017</i></p>
	<p><i>Math Teachers, PLUS teachers</i></p>	
	<p><i>Principal VPs Principal VPs</i></p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>		
<ul style="list-style-type: none"> • <i>Presentations on support at home in SSC, ELAC, Parent University, Parent Empowerment, and Hmong Parent meetings. Our robust parent community has a meeting opportunity at least once per week. Workshops on parent support at home, Edutext, Parent Portal, and other pertinent information is shared with parents while receiving feedback from them.</i> • <i>Data reported out at parent meetings such as CELDT, DRP, SBAC/CAASPP, Illuminate Benchmarks, keeps parents up to date on school-wide progress and what each piece of data means as a formative action.</i> • <i>Counselors present evening parent meetings for each grade level that inform parents of the specific expectations for each year toward successful on-time graduation and a-g completion.</i> • <i>Back to School and Open House Nights provide opportunities for parents to connect with the individual teachers, counselors, and administrators to answer questions, discuss student issues, and schedule additional meetings as needed.</i> • <i>Parent Conferences with counselors, vice principals, teachers, throughout the school year provide specific information to parents as to the academic progress of their student(s), as well as create successful supports to fill gaps and overcome challenges.</i> • <i>School Messenger is used both as a site and by individual teachers to keep parents informed of specific assignments that are due, assessments coming up, parent events, etc. A weekly messenger is sent to all student and staff homes on Sunday evenings to inform all of the events and important assessments for the week to come.</i> 		

Describe related professional learning:

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

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

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

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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *Incorporation of real world application of mathematical practices through projects and tasks*
- *Gradual release of instruction model that includes a rich collaborative practice session followed by real world application*
- *The use of manipulatives during inquiry and problem solving such as: Rods and squares for algebra I, Nets 3D figures for geometry, clinometers for measurement of height, and graphing using Excel on tablets*
- *Full integration of technology into lessons promotes real world applications such as engineering, IT skills*
- *Dedication to Fresno Unified Scope and Sequence in all mathematics classrooms*
- *After school tutoring with Teaching Fellows from California State University Fresno using referral system, but allowing for walk-in support as well*
- *Lunchtime walk-in tutoring a minimum of 3 times per week offered to any student*
- *PLUS teacher support in classrooms and as pull out skill support will help tier II intervention in Algebra I classrooms.*
- *CAASPP Camp to review skills and knowledge, practice with tasks and additional practice with technology*

Specify additional targeted actions for EL students:

- *Instruction embedded with California ELD standards for all content areas*
- *Integrated and Designated ELD*

<ul style="list-style-type: none"> • <i>Bi-lingual glossaries for newcomer students</i> • <i>Bi-lingual Tutoring and additional after school services for newcomer EL students</i> • <i>Targeted language support to break down task directions and problem solving activities</i> 									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.4375		Primary language instructional support for newcomer English Learners in math, science, and social studies to access grade level standards.	12,004
2	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.4375		Primary language instructional support for newcomer English Learners in math, science, and social studies to access grade level standards.	12,004
2	1	Title 1 Basic	Instruction	Teacher- Supplemental Salaries				SPSA Action #2 - Supplemental contracts for extended learning and enrichment opportunities for students in math and/or science for 2016-17.	27,677
2	1	Title 1 Basic	Instruction	Materials & Supplies				SPSA Action #2 Materials, manipulative, supplemental for Math	5,000
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				SPSA Action#2 Technology for math	21,500
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				SPSA Action 2 Technology	2,094
Total									\$80,279

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<p><i>Detail the action: Implement a comprehensive support system that creates academic achievement among Long Term English Learners enrolled continuously five years or more, including high powered strategies and scaffolds to support academic and language development, leading to increased proficiency, academic growth, and redesignation. Accountable Communities will determine how English Learners are achieving in comparison to English only students, identify gaps in skills and knowledge, and create mini lessons and collaborative opportunities to bridge these gaps. Bi-lingual tutors are available after school for EL students, and trained bi-lingual peer helpers support English acquisition in beginning level English learner classroom. Students and teachers will set goals and monitor progress leading on on-time graduation and post-secondary options.</i></p>		
SQII Element: English Learner (High)	SQII Sub-element(s): 5968-3-Borderline to Redesignation Within 365 Days	Site Growth Target: 31.4%	Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p>Write a SMART Goal to address each data point:</p> <ol style="list-style-type: none"> By Fall 2017, McLane High School will increase the percentage of English Learner students who move from borderline criteria to redesignation status within 365 days by 50%, from 20.93% to 31.4%. 			
<p><i>(Explain the Progress Monitoring using the Cycle of Continuous Improvement model:)</i> <i>(Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> Master Schedule: EL Placement is appropriate for academic and proficiency growth and course sequence. Content Reading elective for sophomore and junior Long Term English Learners at CELDT Intermediate, however not earning passing grades in English. Increase enrollment of Long Term English Learners in GATE, Honors, and Advanced Placement courses. Analysis of baseline data to identify current progress over previous year and determine new and continued areas of need. Data included: <ul style="list-style-type: none"> CELDT Results for baseline and proficiency growth DRP Results show growth from previous year in reading comprehension. Illuminate Assessments in English measure growth toward CCSS ELA CAASP/SBAC Results for English and Math 		Owner(s) Head Counselor, Counselors Principal/VPs and Teachers PLUS Teachers	Timeline August 2016 August 2016 September/February

<ul style="list-style-type: none"> • <i>PLUS Teachers conduct data chats and goal-setting meetings to support progress toward redesignation prior to CELDT, DRP, and Illuminate Assessments.</i> • <i>Analysis of reading comprehension classroom practice tasks to measure progress toward redesignation criteria</i> • <i>Utilize PLUS teachers to support knowledge gaps in freshmen LTEL students.</i> • <i>Semester Grade Reports reflect students are successfully passing all classes with a letter grade of C or higher for A-G credit.</i> • <i>Accountable Community formative assessment results are analyzed and results lead to reteach, refine, or extension of student learning.</i> • <i>After School Program referrals for additional support with EL bi-lingual Tutors</i> • <i>By Fall 2017, McLane High School will increase the percentage of English Learner students meeting borderline criteria by 50%, from 26.84% to 40.26% (SQII 5990).</i> 	<p><i>Principal/VPs, Department Chairs Lead Teachers PLUS Teachers Head Counselor Teachers Lead Teachers Accountable Communities After School Coordinator Principal/VPs</i></p>	<p><i>Ongoing/ 2016-2017</i></p> <p><i>Ongoing/ 2016-2017 December 2016/June 2017</i></p> <p><i>Bi-weekly</i></p> <p><i>Ongoing/ 2016-2017</i></p> <p><i>August 2017</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p><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:</i></p> <ul style="list-style-type: none"> • <i>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.</i> • <i>Individual Parent conferences with counselors and teachers to report on progress, assessment results, resources to support English Learner achievement.</i> • <i>Grade Level Counselor meetings provide specific information based on graduation, a-g on track and completion, earning credits, additional support, tutoring, and credit recovery.</i> • <i>Parents of re-designated students will be advised of their students' success and given information on continued academic and proficiency growth.</i> 		

- *Weekly Parent Empowerment meetings organized by our Community Liaison will provide important presentations on EL success, parent support in the home for academics, attendance, and keeping students on-track.*
- *Assessment results for CELDT provided and interpreted for parents annually. Results are also mailed home in parents' primary language.*

Describe related professional learning:

Teachers will receive professional learning determined by site data: CELDT, EL Redesignation Goal-setting Report, DRP, Illuminate, and CAASPP. In addition, data collected from the Instructional Practice Guide and Fresno Unified Initiatives will drive the learning that specifically supports English Learners. Topics include, but are not limited to:

- *All teachers receive professional learning on strategies to support student comprehension of grade level text. Specific skills that develop the ability to engage in close reading, annotate and extract pertinent information, analyze texts, and cite relevant evidence.*
- *Designated ELD skills to break down complex sentence structures and phrases to better comprehend texts.*
- *ELD/ELA Standards are written to support all proficiency levels of English learners in content classrooms. Teachers will be trained on how to utilize these standards to support access for ELs to the Common Core Literacy standards and build Academic Language.*
- *Continue professional learning on appropriate scaffolds and strategies to support complex text, talk, and tasks in all classrooms, such as Socratic seminar, sentence frames and sentence starters.*
- *Current Redesignation Criteria and interpretation of criteria data*
- *Training for Content Reading Teacher to utilize materials and monitor growth*
- *Peer tutor training for teachers and seniors who are on track to receive the Seal of Bi-Literacy. These students will have a period assigned where newcomers are enrolled in content area classes to support language and content acquisition at grade level.*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *Students will be actively involved in using their own achievement and proficiency data to set goals for growth.*
- *Direct instruction in academic writing skills, reading comprehension and analysis, and academic discussion skills in all content classroom settings.*
- *After school tutorial through ASSETs After School Program*
- *Arranged tutoring and small group support through classroom teachers.*
- *Small group support for Freshmen through PLUS teachers and Link Learning model.*

- *Peer tutors who are seniors on track to receive the Seal of Bi-Literacy. These students will have a period assigned where newcomers are enrolled in content area classes to support language and content acquisition at grade level.*

Specify additional targeted actions for EL students:

All services described above

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	3	EL	Instruction	Books & Other Reference				SPSA Action #3 Text and supplementals for English Learners	13,000
3	3	EL	Instruction	Direct-Other (Dr)				SPSA Action #3 Certificated personnel to support CELDT	10,456
3	1	EL	Instruction	Direct-Graphics (Dr)				SPSA Action #3 Materials to support language and academic proficiency	3,000
3	3	Sup & Conc	Parent Participation	Direct-Food Services (Dr)				SPSA Action #3 Parent participation	8,000
3	1	EL	Instruction	Materials & Supplies				SPSA Action #3 Materials and Supplies for English Learners	39,929
3	3	EL	Parent Participation	Materials & Supplies				SPSA Action #3 Parent meeting materials and supplies	7,731
3	3	EL	Instruction	Non Capitalized Equipment				SPSA Action #3 Technology	12,000
3	3	Sup & Conc	Parent Participation	Materials & Supplies				SPSA Action # 3 Parent meeting supplies and materials	10,000
Total									\$104,116

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 4	<p><i>Detail the action:</i> To support students who are not meeting or are subject borderline in meeting A-G requirements for 4 year post-secondary education, we will develop and implement a comprehensive counseling and academic guidance program to include monitoring student academic progress, identifying tiered support for students to receive appropriate intervention(s), and the development of an individualized academic plan for each student to maximize opportunities to recover deficient grades and credits on a year-round basis, including but not limited to ACCESS, APEX, extended day (concurrent), extended learning (summer), and enrichment learning opportunities.</p>		
SQII Element: A-G	SQII Sub-element(s): 6326-5 – Percent of graduates completing A-G requirements	Site Growth Target: 50.55%	Vendor (contracted services)
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
<p><i>Write a SMART Goal to address each data point:</i> By Spring 2017, McLane High School will increase the percentage of students meeting A-G requirements by 25% from 40.44% to 50.55% as measured by semester grades of A, B, and C earned in A-G approved courses.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> Placement of all students in A-G approved courses. Individual transcript analysis for each student and utilizing the A-G Course Monitoring Tool on the Equity and Access Beta Tool to identify A-G course deficiency and/or subject borderline Monitoring A-G course subject enrollment by grade level to ensure every student is enrolled in the required A-G courses 9th = enrolled in 4 a-g courses minimum 10th = enrolled in 5 a-g courses minimum 11th = enrolled in 5 a-g courses minimum 12th = enrolled in 5 a-g courses minimum Monitor student academic progress in classes and provide intervention as appropriate (referral to afterschool tutoring, parent conferences, individual and small group counseling conferences) Develop individualized academic plan for each student with focus on grade, credits, A-G progress. Each student will meet with counselor a minimum of once 		<p>Owner(s)</p> <p>Head Counselor, School Counselors</p> <p>Head Counselor, School Counselors</p> <p>Head Counselor, School Counselors</p>	<p>Timeline</p> <p>Quarterly</p> <p>Quarterly</p> <p>Weekly/on-going</p>

<p><i>per quarter on individual or small group for data chat on current grades, credits, A-G progress, review individual academic plan and make changes as needed to academic plan, set benchmark goals for follow up.</i></p> <ul style="list-style-type: none"> <i>Students will receive grade level classroom presentations every quarter where students are provided with information on course requirements to meet graduation and A-G. Students will receive individual print outs of current grades and transcript of individual graduation and A-G progress. Students will participate in analysis of achievement data and goal-setting.</i> <i>Students who are A-G deficient and subject borderline will be identified through the Equity and Access beta tool. Identified students will be enrolled in credit recovery through ACCESS and/or APEX, and concurrent extended day credit recovery on site and/or Cesar Chavez Adult School.</i> <i>Students who are identified through the Equity and Access beta tool as A-G deficient and subject borderline will be enrolled in Extended Learning Summer Program.</i> <i>Students identified with D/F grades in A-G core classes will have parent/teacher conferences with referral for afterschool tutoring.</i> 	<p><i>Head Counselor, School Counselors</i></p>	<p><i>Quarterly/on-going</i></p>
	<p><i>Head Counselor, School Counselors</i></p>	<p><i>Quarterly/on-going</i></p>
	<p><i>Head Counselor, School Counselors</i></p>	<p><i>Quarterly/on-going</i> <i>April – June 2017</i></p>
	<p><i>Head Counselor, School Counselors</i></p>	<p><i>Weekly/on-going</i></p>
	<p><i>Head Counselor, School Counselors, Teachers</i></p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <i>Weekly Parent Meeting (English, Spanish, Hmong) will include quarterly workshops to review college requirements, A-G courses available at McLane High School and A/B/C grade requirements to meet A-G</i> <i>Enrolling parents in Edutext program to receive daily text message of student grades and attendance</i> <i>Training parents how to use ATLAS to monitor and review student grades, attendance, credits</i> <i>Parent modules (4 week classes) for parents to learn ways to support and monitor student progress for success, how to partner with the school (teachers, counselors, coaches, administrators), appropriate course placement for each grade level (9th through 12th) to meet graduation and A-G requirements, credits required to be on track to graduate, difference between graduation requirements and A-G requirements, college and post-secondary opportunities for students</i> <i>Grade level parent nights in 1st quarter to provide parents with opportunity to meet counseling team, learn about graduation and A-G requirements, review student course schedule, learn about opportunities to support student achievement and post-secondary options</i> 		

- *Individual parent, teacher, counselor conferences to review and modify individual academic plan to include support and set goals for students who are failing A-G core classes, are A-G deficient, and/or subject borderline*
- *Information (verbal, written) provided to parents in English, Spanish and Hmong*

Describe related professional learning:

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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *All students will receive individual and/or small group counseling with assigned academic school counselor a minimum of once a quarter to review course placement and progression, A/B/C grades to meet A-G requirements, create individual academic success plan including credit recovery as needed*
- *Students in Tier 3 (grades, behavior and/or attendance) will receive individual counseling conference with parent/guardian and teachers to develop intervention plan to support student success*
- *All students will be provided with opportunity to receive additional support and tutoring from teacher and through tutoring center in McLane's Afterschool program*
- *Students will participate in A-G electives in Visual and Performing Arts*

Specify additional targeted actions for EL students:

- *EL students will be provided with opportunities to take courses to help them meet A-G requirements as applicable through credit recovery and/or Extended Learning Summer Program (ELSP), specifically in English Language Arts, as ELD Beginning/Intermediate does not currently meet English A-G requirement.*
- *EL students who are identified for the Migrant Program will receive additional tutoring and academic support from McLane's on-site Migrant Tutoring Program.*
- *Information (verbal, written) provided to students in English, Spanish and Hmong*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				SPSA Action #4 - Supplemental contract for increased student VAPA opportunities.	92,992
4	1	Sup & Conc	Instruction	Materials & Supplies				SPSA Action #4 Materials and Supplies to support all A-G, AP, graduation courses	50,696
4	1	Title 1 Basic	Instruction	Materials & Supplies				SPSA Action #4 Supplies for A-G elective courses	2,500
Total									\$146,188

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	<p><i>Detail the action: To support students who are deficient in graduation credits, we will develop and implement a comprehensive counseling and academic guidance program that includes monitoring of student academic progress, early identification of students who are credit deficient and/or at-risk of being credit deficient and providing appropriate intervention(s) to maximize support to provide student with maximum opportunities to earn or recover graduation credits through creating individual academic plans, goal setting, and enrollment in the various credit recovery programs through the year such as ACCESS, APEX, winter intersession, extended day (concurrent) and extended learning (summer).</i></p>		
<i>SQII Element: Graduation</i>	<i>SQII Sub-element(s): 6325 - 4 - Graduation Rate</i>		<i>Site Growth Target: 87.57%</i>
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	<i>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point: By June 2017, McLane High School will increase the graduation rate by 5% from 83.4% to 87.57% as measured by graduation tracker tool.</i></p>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s) Head Counselor,</i>	<i>Timeline Quarterly</i>

<ul style="list-style-type: none"> • <i>Placement of all students in required courses based on grade level and credit deficiency. Individual transcript analysis for each student and utilizing reports available in ATLAS and Equity & Access Beta Tool to identify students who are on track with credits, at-risk for credit deficiency, and credit deficient.</i> • <i>Monitoring course enrollment by grade level to ensure every student is enrolled in the correct core course. Minimum enrollment in 6 classes per grade level 9th – 12th. 9th = English, Math, Science, PE (or course eligible for PE credits), 2 Electives 10th = English, Math, Science, Social Science, PE (or course eligible for PE credits) and/or Elective(s) 11th = English, Math, Science, Social Science, 2 Electives (If 10th grade PE was deferred, will have PE course and 1 elective) 12th = English, Math, Science, Social Science, 2 Electives (If 10th grade PE was deferred and not yet taken, will have PE course and 1 elective)</i> • <i>Monitor, assess and review student course placement to ensure students have opportunity to meet graduation requirements through utilizing ATLAS reports and Equity and Access Beta Tool. Provide intervention as appropriate (referral to afterschool tutoring, parent-teacher conferences, individual and small group counseling conferences).</i> • <i>Each student will have individual academic plans created with data on credits earned, current courses in progress, progress and plan to complete graduation requirements. Each student will meet with counselor a minimum of once a quarter individually and/or in small group to review data and plan in the individual academic plan, set goals and benchmarks, enroll/plan for credit recovery opportunities.</i> • <i>Students will receive grade level classroom presentations a minimum of once a quarter where students are provided with their transcript, individual academic plan. Students will review their current progress with meeting graduation requirements and make adjustments as needed to recover credits through enrolling in the different credit recovery options such as ACCESS, APEX, concurrent extended day, and/or extended learning summer program.</i> • <i>At the start of each semester, students who are credit deficient by more than 10 credits will have parent-teacher-counselor conferences to discuss credit deficiency, risk of not graduating on time, referral to afterschool tutoring program, enrollment in credit recovery program(s), make changes to individual</i> 	<p><i>School Counselors</i></p> <p><i>Head Counselor, School Counselors</i></p> <p><i>Head Counselor, School Counselors</i></p> <p><i>Head Counselor, School Counselors</i></p> <p><i>Head Counselor, School Counselors</i></p> <p><i>Head Counselor, School Counselors</i></p>	<p><i>Quarterly</i></p> <p><i>Quarterly</i></p> <p><i>Quarterly</i></p> <p><i>Quarterly</i></p> <p><i>Quarterly</i></p> <p><i>Start of Each Semester August-September 2016</i></p>
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<p><i>academic plan to reflect changes needed to provide students with most opportunities to recover credits from previous failing grades.</i></p> <p><i>Credits earned each semester to be on track to graduate are as follows:</i></p> <p><i>End of 1st semester of 9th grade = 30 credits completed</i></p> <p><i>End of 2nd semester of 9th grade = 60 credits completed</i></p> <p><i>End of 1st semester of 10th grade = 90 credits completed</i></p> <p><i>End of 2nd semester of 10th grade = 120 credits completed</i></p> <p><i>End of 1st semester of 11th grade = 150 credits completed</i></p> <p><i>End of 2nd semester of 11th grade = 180 credits completed</i></p> <p><i>End of 1st semester of 12th grade = 210 credits completed</i></p> <p><i>End of 2nd semester of 12th grade = at least 230 credits completed to graduate</i></p>	<p><i>Head Counselor, School Counselors</i></p>	<p><i>January-February 2016</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <i>• Weekly Parent Meeting (English, Spanish, Hmong) will include quarterly workshops to review graduation course requirements, grades required to earn credits, and when credits are earned (end of semester in December and June).</i> <i>• Enrolling parents in Edutext program to receive daily text message of student grades and attendance. Training parents how to use ATLAS to monitor and review student grades and attendance</i> <i>• Training for parents to access ATLAS student system to monitor student grades and attendance, correlation between attendance, grades and credits</i> <i>• Parent modules (4 week classes) for parents to learn ways to support and monitor student progress for success, how to partner with the school (teachers, counselors, coaches, administrators), appropriate course placement for each grade level (9th through 12th) to meet graduation requirements, credits required to be on track to graduate, difference between graduation requirements and A-G requirements, college and post-secondary opportunities for students</i> <i>• Grade level parent nights in 1st quarter to provide parents with opportunity to meet counseling team, learn about graduation and A-G requirements, review student course schedule, learn about opportunities to support student achievement and post-secondary options</i> 		

- *Information (verbal, written) provided to parents in English, Spanish and Hmong*

Describe related professional learning:

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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

See below (targeted actions for EL students)

- *All students will receive individual and/or small group counseling with assigned academic school counselor a minimum of once a semester to review course placement and progression, A/B/C grades to meet A-G requirements, create individual academic success plan*
- *Students in Tier 3 (grades, behavior and/or attendance) will receive individual counseling conference with parent/guardian and teachers to develop intervention plan to support student success*
- *All students will be provided with opportunity to receive additional support and tutoring from teacher and through tutoring center in McLane’s Afterschool program*

Specify additional targeted actions for EL students:

- *EL students will be provided with opportunities to take courses to help them meet A-G requirements through credit recovery and/or Extended Learning Summer Program (ELSP), specifically in English Language Arts, as ELD Beginning/Intermediate does not currently meet English A-G requirement.*
- *EL students who are identified for the Migrant Program will receive additional tutoring and academic support from McLane’s on-site Migrant Program.*
- *Information (verbal, written) provided to students in English, Spanish and Hmong*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes to provide continued instruction for students and classroom coverage.	22,850
5	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitutes to provide continued instruction for students and classroom coverage.	5,714
5	1	Sup & Conc	Instruction	Other Equip Maintenance				SPSA Action #5 Equipment Maintenance	9,000
5	1	Title 1 Basic	Parent Participation	Communications				SPSA Action #5 Parent communication materials	1,000
Total									\$38,564

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6	<p><i>Detail the action: Increase daily attendance for students in grades 9 through 12 currently meeting chronic absenteeism criteria by creating a system of support and accountability that includes all stakeholders. A procedure to ensure that students absent due to sports and school related events are coded correctly along with social emotional support through our counselors for students missing more than 5 % of time in class will reduce the percentage of students who are chronically absent.</i></p>		
<i>SQII Element: Chronic Absenteeism</i>	<i>SQII Sub-element(s): 5942-1- Chronic Absenteeism Rate</i>		<i>Site Growth Target: 15%</i>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point: By June 2017, McLane High School will decrease the number and percentage of students who are chronically absent (attendance rate of 90% or less) from 21% to 15%</i></p>			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p>	<p><i>Owner(s)</i></p>	<p><i>Timeline</i></p>
<ul style="list-style-type: none"> • <i>Monthly Attention to Attendance meetings keep parents accountable for encouraging students to attend on time every day. This also clears up mislabeled tardies and absences due to school sports and events.</i> • <i>Daily attendance reports hold teachers accountable to take attendance within 30 minutes of the beginning of each period.</i> • <i>Accurate communication system of reporting students absent due to sports and school events prior to the events. In this way, teachers do not mark a student as absent instead of school business code.</i> • <i>Daily phone contact by attendance team to parents of absent students clears excused absences and clear erroneous marks prior to 24 hours</i> • <i>Home visits for chronic attendance referrals. These are students whose contacts are not active in ATLAS or yellow emergency cards. Community Liaison will visit home to determine appropriate code for multiple day absences and obtain up to date contact information.</i> • <i>Counselor phone or personal conference with parent for fourth tardy or uncleared absence.</i> • <i>PLUS Teachers mentor small groups of chronic attendance freshmen and provide incentives when attendance goals are achieved.</i> 	<p><i>Attendance team</i></p> <p><i>Attendance Team Teachers Athletic Director Coaches VP for Field Trips Attendance Team</i></p> <p><i>Community Liaison</i></p> <p><i>Counselors</i></p> <p><i>PLUS Teachers</i></p>	<p><i>Monthly – September 2016- May 2017</i></p> <p><i>Ongoing – August 2016-June 2017</i></p> <p><i>Ongoing – August 2016-June 2017</i></p> <p><i>Ongoing – August 2016-June 2017</i></p> <p><i>Ongoing – August 2016-June 2017</i></p> <p><i>Ongoing – August 2016-June 2017</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Attention to attendance monitoring meetings with attendance team and administrator give an opportunity for face to face communication to parents. At these meetings, the parents meeting directly with the attendance team and an administrator. Administrators explain the importance of on-time daily attendance as a critical component of overall student success. Parents are able to look at student attendance records and clear any unexcused absences as well as see patterns for tardies and periods missed.</i> • <i>Parent meetings: School Site Council, ELAC, Bi-Weekly Hmong Parent Meeting, Weekly Spanish Parent Meeting. McLane has a robust parent community and misses no opportunity to bring these parents on board as critical partners in student success. Presentations by our attendance team, administrative team, and various coordinators and community partners inform parents of expectations and appropriate reporting procedures for missed classtime. Parents learn how keeping attendance above 95% ensures a greater likelihood of success in the classroom as well as a feeling of connectedness on the campus.</i> • <i>Parents are able to have real time access to student attendance and grades through the ATLAS Parent Portal and EduText access. Parents can contact the site quickly to correct errors, determine issues that require student intervention and support, and locate students who are missing from class.</i> 		

- *Parents receive regular information about attendance procedures, importance, and support from our quarterly Parent Newsletter and weekly Principal School Messenger. The importance of attendance for success is a common theme for each of these communications.*

Describe related professional learning:

For Attendance Team:

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

For Teachers:

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

For Coaches:

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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *Advisory lesson utilizing information in the student agendas on in the importance of being in school on time every day. Students learn how attendance impacts their overall success.*
- *Grade level rallies reinforce the importance of continuous attendance with recognition for perfect attendance.*

Specify additional targeted actions for EL students:

- *Importance notices and information available to newcomer students in their primary language.*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Assistant, School Office	0.5000			25,107

6	2	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Assistant, School Office	0.2500		Open 3.5 school office assistant position to support and focus on targeting chronic absenteeism.	7,274	
6	2	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Assistant, School Office	0.5000		RG 4/1. New position at McLane.	24,949	
6	2	EL	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Assistant, School Office	0.5000			25,107	
6	2	EL	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Assistant, School Office	0.1875		Open 3.5 school office assistant position to support and focus on targeting chronic absenteeism.	5,455	
6	2	EL	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Assistant, School Office	0.2500		RG 4/1. New position at McLane.	12,476	
6	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Sch/Community Spanish	1.0000		RG 4/1. Adj at Debra Ryland's Request.	57,620	
6	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Specialist, Chd Wel & Attnd I	1.0000			56,726	
6	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Substitute				Classified substitute	6,421	
6	2	Sup & Conc	Instruction	Local Mileage				SPSA Action #6 Mileage reimbursement	5,000	
									Total	\$226,135

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 7	<i>Detail the action: McLane will reduce the number of suspensions by 30% with a focus on freshmen students by creating a system of support that allows students to work at resolving conflicts prior to actions leading to suspension. This will be accomplished by utilizing our Restorative Practices coach to be a positive presence in classrooms and in the restorative room, raising up peer mentors that are fully trained to lead restorative circles and conversations. In addition, re-entry suspended students and their parents will greatly reduce the number of repeat suspensions. We will leverage our Link Crew and leadership classes to support the transition of freshmen into the high school experience successfully, and finally, continue to build important relationships on our campus through month class meetings and activities.</i>		
SQII Element: Suspension	SQII Sub-element(s): 6109 - 1- Suspension Rate	Site Growth Target: 7%	Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point: By June 2017, MHS will reduce the number of students who have been suspended or expelled from 9.91% to 7%</i>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <i>Restorative Coordinator visits freshmen classrooms on a monthly basis.</i> <i>All student conflict and verbal altercations will require referral for mediation and circle with Restorative Coordinator and/or Restorative Practices Counselor. Increase of Restorative Mediation and Circles facilitated by Restorative Coordinator and/or Restorative Practices Counselor.</i> <i>Mandatory re-entry mediation circles for students returning from suspensions.</i> <i>Freshmen assemblies/activities with emphasis on conflict resolution and Goal 2 involvement</i> <i>Link Crew mentoring; pairing upperclassmen link crew leaders with freshmen students for on-going support</i> <i>Restorative Student Mediators</i> <i>Monthly Class Meetings to promote positive relationships and transparent communication</i> 		<p><i>Owner(s)</i></p> <p><i>Restorative Coordinator</i></p> <p><i>Restorative Coordinator, Restorative Counselor</i></p> <p><i>Site Admin</i></p> <p><i>Restorative Coordinator, Restorative Counselor</i></p> <p><i>Campus Culture Director</i></p>	<p><i>Timeline</i></p> <p><i>Monthly 2016-17</i></p> <p><i>On-going</i></p> <p><i>Monthly</i></p>

<ul style="list-style-type: none"> • <i>Plus Teachers mentor identified at-risk freshmen students for a minimum of one semester</i> • <i>Freshmen Orientation prepares new students to have a positive start and full knowledge of expectations prior to their entry into McLane</i> • <i>Restorative Practices process outlined in student handbook</i> 	<p><i>Plus Teachers</i></p> <p><i>Restorative Coordinator</i></p> <p><i>CC Director</i></p> <p><i>Counselors</i></p> <p><i>Site Admin</i></p>	<p><i>September and January</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I)</i></p> <ul style="list-style-type: none"> • <i>Parent participation in re-entry circles as appropriate</i> • <i>Parent contact with updates on student progress</i> • <i>Restorative process shared at parent meetings</i> • <i>Parent meetings/Back to School Night/Freshmen Orientation/Middle School Recruitment events</i> • <i>Parent Newsletter</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>On-going Restorative Practices training for all staff focusing on de-escalation strategies and non-confrontational behavior management to keep more students in classrooms and reduce the number of referrals.</i> • <i>Restorative Practices related resources, materials, and supplies</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>Conflict resolution strategies during Advisories and Class Meetings</i> • <i>Training for student mediators and link crew leaders/members</i> • <i>Materials and Supplies</i> • <i>Class Meetings</i> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> • <i>Resources, materials, and supplies available in Spanish for newcomers</i> 		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	Sup & Conc	Instruction	Travel				SPSA Action #7 Professional learning for Restorative Practices training	8,000

7	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			SPSA Action #7 Professional learning to reinforce restorative practices	10,000	
								Total	\$18,000

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 8	<p><i>Detail the action:</i> McLane will improve student participation in Goal 2 activities, as evidenced by ID cards scanned at events, and Engagements entries in ATLAS. The McLane regions will articulate a communication system that will encourage participation in sports, arts, and activities from elementary through high school by providing a wide variety of options to appeal to a greater number of students. Ongoing visits to the elementary and middle school along with parents as partners will increase the sense of community on the campus. Working with our Link Crew Leaders to mentor and support our freshmen class, we intend to connect students with our school quickly through sports, clubs, and events, knowing that connection to the school also increases academic success and decreases behavior issues in the classroom.</p>					
<i>SQII Element:</i> Student Engagement	<i>SQII Sub-element(s):</i> 2080-2-Overall Student Participation		<i>Site Growth Target:</i> 87.62%		<i>Vendor (contracted services)</i>	
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
<p><i>Write a SMART Goal to address each data point:</i></p> <p>1. By June 2017, MHS will increase the overall percentage of students participating in Goal 2 activities from 76.19% to 87.62%. As Recorded in Engagements.</p>						
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> Host regional events for feeder school, community, parents and students on a regular basis. Events include McLane Clubs and performance groups visiting our regional middle schools one group per month to encourage participation, McLane presence at feeder school open house events, eighth grade student campus visits, and parent information nights. 				<p><i>Owner(s)</i></p> <p>Principal/VPs Campus Culture Director Head Counselor</p>		<p><i>Timeline</i></p> <p>Ongoing from August 2016-June 2017</p>

<ul style="list-style-type: none"> Recruit additional Link Crew Members and host freshmen events and supports throughout the year to include and mentor new McLane students. Vertical articulation among regional administration to collaborate on regional goals and events to encourage goal two participation throughout the elementary, middle, and high school. 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 Noontime club rush two times per year focusing on increase of club membership. Each club given an additional noontime presentation opportunity to encourage more students of color to join at least one club. Increase the variety of after school events to attract a wider range of attendance. Examples include "Welcome Back to School" pool party, Coco and cookies before winter break gathering, "Spring Fever", as well as other events. Increase participation in academic extra-curricular opportunities such as Academic Decathlon, Mock Trial, Science Olympiad. By June 2017, MHS will reduce the percentage of students not participating in Goal 2 activities whose subgroups have a negative disproportionality greater than 10%, from 27.14% to 17% ATLAS records of engagements indicates that 10% more students attend clubs, after school program, sporting events, and after hours events than the prior year. 	<p>Campus Culture Director Principal/VPs</p> <p>Athletic Director Coaches</p> <p>Campus Culture Director Club Sponsors Campus Culture Director Class Sponsors</p> <p>Teacher Sponsors</p> <p>Principal/VPs Campus Culture Athletic Director Principal/VPs</p>	<p>May-August 2016</p> <p>Monthly</p> <p>Quarterly</p> <p>August 2016 and January 2017 Ongoing for individual clubs</p> <p>Ongoing August 2016-June 17</p> <p>November 2016 - June 2017</p> <p>June 2017</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> Work with feeder school administrators to create parents presentations for 8th grade parents regarding clubs, events, and sports at McLane. Presentations for McLane parents during SSC, ELAC, Parent University, Parent Empowerment, and Hmong Parent, and counselor grade level parent meetings. Our robust parent community has a meeting opportunity at least once per week. Back to School and Open House Nights provide opportunities for parents to learn about extra curricular opportunities, connect with coaches and club sponsors, counselors, and administrators to answer questions, discuss student issues, and schedule additional meetings as needed. School Messenger is used both as a site and by individual teachers to keep parents informed of specific events and recruiting periods for sports and clubs coming up. A weekly messenger is sent to all student and staff homes on Sunday evenings to inform all of the events and important assessments for the week to come. 		

Describe related professional learning:

- *Advisory lessons and class meeting protocols for all McLane Staff*
- *Engaging students through extra-curricular activities to minimize behavioral and academic issues in the classroom*
- *Athletic Director working with coaches on how multisport involvement will improve academics and school behavior*
- *Protocols and expectations for club sponsors, class sponsors, and event logistics*
- *Trainings and conferences for Academic Decathlon, Mock Trial, and Science Olympiad*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *Training for Link Crew Leaders to mentor and support our freshmen throughout the year.*
- *Captains Training for students involved in sports that are now or aspire to be team captains*
- *Advisory lessons on becoming involved at McLane with brochures, videos, and powerpoint support.*
- *Materials and supplies for students participating in Science Olympiad, Mock Trial, and Academic Decathlon*
- *Class period for each of Hmong Dance, Folklorico, and Highlander Dancers*

Specify additional targeted actions for EL students:

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

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	Sup & Conc	Instruction	Other Classified-Supplemental				SPSA Action #8 - Increase opportunities for students to participate in extra curricular activities (FUSD Goal #2).	35,232
8	3	Title 1 Basic	Instruction	Direct Transportation (Dr)				SPSA Action #8 Transportation for feeder school presentations	1,000
8	3	Sup & Conc	Parent Participation	Direct Transportation (Dr)				SPSA Action #8 Transportation for parents from feeder schools to McLane campus	5,000
8	3	Sup & Conc	Instruction	Travel				SPSA Action #8 Attend sponsored trainings for extra curricular student events	5,000
								Total	\$46,232

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

McLane - 0335

ON-SITE ALLOCATION

3010	Title I	\$170,878 *
7090	LCFF Supplemental & Concentration	\$365,588
7091	LCFF for English Learners	\$153,162
TOTAL 2016/17 ON-SITE ALLOCATION		\$689,628

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$58,134
Remaining Title I funds are at the discretion of the School Site Council	\$112,744
Total Title I Allocation	\$170,878

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0335 McLane High School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			SPSA Action #1 - Decrease # of students scoring Not Met/Nearly Met on ELA SBAC/CAASPP	2,569.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			SPSA Action 1 - Decrease # of students scoring Not Met/Nearly Met on ELA SBAC/CAASPP	2,557.00
1	1	Sup & Conc	Instruction	Teacher-Supp			SPSA Action #1 - Decrease # of students scoring Not Met/Nearly Met in ELA SBAC/CAASPP. Supplemental contracts for teachers to provide extended day instructional support for students.	3,488.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: SPSA Action #1 Technology for ELA	21,500.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			SPSA Action #2 - Supplemental contracts for extended learning and enrichment opportunities for students in math and/or science for 2016-17.	27,677.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: SPSA Action #2 Materials, manipulative, supplemental for Math	5,000.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			SPSA Action 2 Technology	2,094.00
2	1	Sup & Conc	Instruction	Nc-Equipment			SPSA Action#2 Technology for math	21,500.00
2	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438	Primary language instructional support for newcomer English Learners in math, science, and social studies to access grade level standards.	12,004.00
2	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438	Primary language instructional support for newcomer English Learners in math, science, and social studies to access grade level standards.	12,004.00
3	3	Sup & Conc	Parent Participation	Mat & Supp			SPSA Action # 3 Parent meeting supplies and materials	10,000.00
3	3	Sup & Conc	Parent Participation	Direct-Food			SPSA Action #3 Parent participation	8,000.00
3	3	EL	Instruction	Bks & Ref			: SPSA Action #3 Text and supplementals for English Learners	13,000.00
3	1	EL	Instruction	Mat & Supp			SPSA Action #3 Materials and Supplies for English Learners	39,929.00
3	3	EL	Instruction	Nc-Equipment			: SPSA Action #3 Technology	12,000.00
3	1	EL	Instruction	Direct-Graph			: SPSA Action #3 Materials to support language and academic proficiency	3,000.00
3	3	EL	Instruction	Direct-Other			: SPSA Action #3 Certificated personnel to support CELDT	10,456.00
3	3	EL	Parent Participation	Mat & Supp			SPSA Action #3 Parent meeting materials and supplies	7,731.00
4	1	Title 1 Basic	Instruction	Mat & Supp			: SPSA Action #4 Supplies for A-G elective courses	2,500.00
4	1	Sup & Conc	Instruction	Teacher-Supp			SPSA Action #4 - Supplemental contract for increased student VAPA opportunities.	92,992.00

4	1	Sup & Conc	Instruction	Mat & Supp			SPSA Action #4 Materials and Supplies to support all A-G, AP, graduation courses	50,696.00
5	1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes to provide continued instruction for students and classroom coverage.	5,714.00
5	1	Title 1 Basic	Parent Participation	Communicatio			: SPSA Action #5 Parent communication materials	1,000.00
5	1	Sup & Conc	Instruction	Teacher-Subs			Substitutes to provide continued instruction for students and classroom coverage.	22,850.00
5	1	Sup & Conc	Instruction	Oth Equ Mnt			SPSA Action #5 Equipment Maintenance	9,000.00
6	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	1.000	RG 4/1. Adj at Debra Ryland's Request.	57,620.00
6	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn I	1.000		56,726.00
6	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sub			Classified substitute	6,421.00
6	2	Sup & Conc	Instruction	Local Mileag			SPSA Action #6 Mileage reimbursement	5,000.00
6	2	Sup & Conc	Instructional Supervision & Admir	CI&Tech-Reg	Assistant, School Office	0.500		25,107.00
6	2	Sup & Conc	Instructional Supervision & Admir	CI&Tech-Reg	Assistant, School Office	0.250	Open 3.5 school office assistant position to support and focus on targeting chronic absenteeism.	7,274.00
6	2	Sup & Conc	Instructional Supervision & Admir	CI&Tech-Reg	Assistant, School Office	0.500	RG 4/1. New position at McLane.	24,949.00
6	2	EL	Instructional Supervision & Admir	CI&Tech-Reg	Assistant, School Office	0.250	RG 4/1. New position at McLane.	12,476.00
6	2	EL	Instructional Supervision & Admir	CI&Tech-Reg	Assistant, School Office	0.188	Open 3.5 school office assistant position to support and focus on targeting chronic absenteeism.	5,455.00
6	2	EL	Instructional Supervision & Admir	CI&Tech-Reg	Assistant, School Office	0.500		25,107.00
7	2	Sup & Conc	Instruction	Travel			SPSA Action #7 Professional learning for Restorative Practices training	8,000.00
7	2	Sup & Conc	Instruction	Cons Svc/Oth			: SPSA Action #7 Professional learning to reinforce restorative practices	10,000.00
8	3	Title 1 Basic	Instruction	Direct Trans			SPSA Action #8 Transportation for feeder school presentations	1,000.00
8	3	Sup & Conc	Instruction	Oth Cls-Supp			SPSA Action #8 - Increase opportunities for students to participate in extra curricular activities (FUSD Goal #2).	35,232.00
8	3	Sup & Conc	Instruction	Travel			: SPSA Action #8 Attend sponsored trainings for extra curricular student events	5,000.00
8	3	Sup & Conc	Parent Participation	Direct Trans			SPSA Action #8 Transportation for parents from feeder schools to McLane campus	5,000.00

\$689,628.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$170,878.00
Sup & Conc	7090	\$365,588.00
EL	7091	\$153,162.00
Grand Total		\$689,628.00

Domain Totals	Budget Totals
Academic	\$338,074.00
Culture & Climate	\$107,419.00
Social/Emotional	\$244,135.00
Grand Total	\$689,628.00

E.1. Assurances

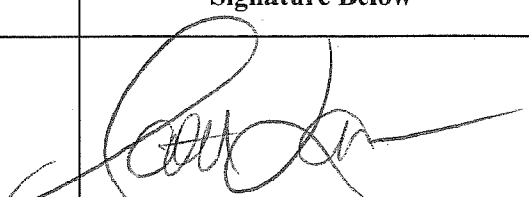
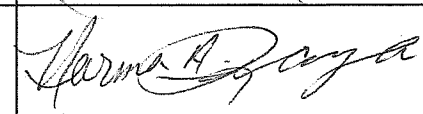
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Scott Lamm	X				
2. Chairperson - Norma Reya				X	
3. Rick Santos			X		
4. Sukjit Dhillon		X			
5. Manuel Bonilla		X			
6. Tarah Gregg		X			
7. Dionne Howell		X			
8. Kathalina Lee					X
9. Haley Jones					X
10. Elisa Martinez					X
11. Alan Keo					X
12. Mai Chang				X	
13. Lucia Hernandez				X	
14. Beatriz Gonzaga				X	
15. Annie Cha				X	
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Scott Lamm		4-1-16
SSC Chairperson	Norma Raya		04/01/2016

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws