



MCLANE HIGH SCHOOL SELF-STUDY REPORT

**2727 N. Cedar Ave
Fresno, CA 93703**

February 22, 2021

Fresno Unified School District

**[ACS WASC/CDE Focus on Learning Accreditation Manual,
2018 Edition \(2019-2020 School Year Visits\)](#)**

Fresno Unified School District

2309 Tulare Street

Fresno, CA 93721

(559) 457-3000

www.fresnounified.org

District Administration

Robert Nelson	Superintendent of Schools
Brian Wall	Assistant Superintendent
Kim Mecum	Chief Academic Officer

FUSD Board of Education

Keshia Thomas	Board President
Valerie F. Davis	Board Trustee, Clerk
Claudia F. Davis	Board Trustee
Elizabeth Johansson Rosas	Board Trustee
Veva Islas	Board Trustee
Carol Mills, J.D.	Board Trustee
Terry Slatic	Board Trustee

McLane High School

2727 N. Cedar Avenue

Fresno, CA 93703

(559) 248-5100

www.fresnounified.org/schools/mclane

McLane Administration

Brian Wulf	Principal
Javan Childs	Vice Principal
Karen Streich-Rodgers	Vice Principal
Ramiro Teran	Vice Principal
Lauren Trzeciak	Vice Principal
Andrea Flores	Head Counselor

WASC Leadership

Eric Walter	Chair
Anita Hatch	Co-Chair
Kyle Thornton	Co-Chair
Andrea Valdez	Co-Chair

TABLE OF CONTENTS

Preface	5
Chapter I: Progress Report	7
Chapter II: Student/Community Profile and Supporting Data and Findings	30
Chapter III: Self-Study Findings	75
A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	76
B. Curriculum	117
C. Learning and Teaching	147
D. Assessment and Accountability	161
E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth	187
Prioritized Areas of Growth Needs from Categories A through E	206
Chapter IV: Summary from Analysis of Identified Major Student Learning Needs	210
Chapter V: Schoolwide Action Plan/SPSA	216

PREFACE

McLane High School's 2020-2021 self-study process began upon the departure of the 2014-2015 visiting team's recommendations and reading of the team's critical areas for follow up. The school's stakeholders began revising the [Single Plan for Student Achievement](#) (SPSA) to incorporate the critical areas left for the school as well as those indicated in our school plan.

In April 2017, the McLane site administration informed the staff and parents that the site will go through the mid-cycle WASC review. Former McLane Principal, Mr. Scott Lamm, and former WASC chair and Vice Principal, Ms. Wendy McCormick, created the professional development meeting staff calendar for 2017-2018. The calendar included time for staff meeting/professional learning, accountable communities/professional learning community collaboration, department chair meetings, department meetings, and WASC Staff Focus Time. The calendar was drafted and presented to department chair lead teachers in May 2017 where feedback and solicited for further revisions. The calendar was finalized on June 9, 2017 before the end of the 2016-2017 school year and it was provided to all staff via email.

The McLane staff met with site administration where the process for reviewing the 2015 WASC Full Self-Study report, schoolwide action plan and critical areas for follow-up from the WASC visiting committee were reviewed. Staff was provided the opportunity to rank their interest/priorities with the critical areas for follow up. In creating the groups, the preferences submitted by each staff member as well as a balance of knowledge, content area, and number of years' experience were taken into consideration to balance the dynamics of each group as much as possible. Classified staff were also invited to attend WASC staff focus time meetings and the same process was provided to classified staff to be assigned to focus groups. Guidelines were provided to each focus group where they were to discuss the critical areas for follow up from the 2015 WASC visiting committee and discuss changes that have taken place at McLane in relation to the critical areas and the schoolwide action plan. Notes were then submitted by each focus group to the WASC chair or co-chair at the end of each WASC Staff Focus Time meeting. Contribution and feedback from McLane parents were solicited through the McLane parent meetings, School Site Council Meetings, and ELAC meetings. Student voice and feedback was obtained through student leadership, Associated Student Body, and students involved in School Site Council.

Beginning in the 2018-2019 school year under the new leadership of Principal Brian Wulf, McLane prepared for our full-cycle review during the 2020-2021 academic school year. Beginning in 2018, McLane assessed feedback from the Mid-Cycle Review and the WASC Leadership Team was trained in the new self-study manual and prepared to begin the self-study process leading their respective groups through their area of study. The process of writing Chapter IV started during the Spring of 2019 by deconstructing the Self-Study prompts and enrolling in Focus Groups Google Classrooms under the direction of the WASC Leadership Team. During faculty training and meeting days at the beginning of the 2018-2019 school year (Buy Back and Institute Days), the WASC Leadership Team and the WASC administrator gave an update on our progress

thus far and shared a timeline for completion of the self-study. March 14th, 2020, shifted our WASC focus in a new direction with the enactment of a state-wide shelter-in-place order. Fresno Unified quickly pivoted to 100% online distance learning due to the Covid-19 Pandemic. Putting the needs of our students, staff, and community first, our WASC momentum took a step back due to the new reality we found ourselves in. The pandemic slowed us down, but our focus remained the same, working to shift our culture around quality first instruction, maintaining positive relationships, reflection upon student learning through continued Professional Learning Community (PLC) meetings and focusing on the social-emotional needs of our students and staff.

July 2020, WASC was back in full swing before staff Buy Back days started up in August 2020. The data that was collected from our students in Spring 2020, during distance learning, was calibrated by our WASC Leadership Team and recorded to help write our Full-Cycle Review. We were able to capture our student's feedback through After School Program, After School Tutorials, Credit Recovery in Mathematics and Clubs. Our WASC Leadership Team established our five teacher focus groups, led by one vice principal and/or TSA and Counselor, with between 15-25 teachers focusing on each of the five categories to elicit staff feedback. Teams discussed virtually starting August 17th, 2020 through November 6th, 2020.

We welcome you as visitors to our school community and are excited to learn from your various perspectives as well as examine suggestions for our future success and continued improvement. This document is the result of a true collaboration of all stakeholders at McLane. There is not merely one voice that is captured in the writing because every teacher and administrator played an active role in its creation, along with parent and student groups. The educators and families that make up our community at McLane High School are truly a collaborative, involved, and spirited group of people. This self-study cycle has shown us that we have wonderful and rare strengths as well as some areas of growth that we need to address to make our school even stronger. We see the next six years as an opportunity for tremendous growth for our community of learners.

CHAPTER I: PROGRESS REPORT



Significant Developments

Staff Changes at Site and District Levels

Since the last full cycle WASC self-study in 2015 there have been considerable changes to the staff of McLane High School. The entire administrative team has shifted in the last five years. Several of our vice principals in 2015 have since been promoted to principals of other FUSD schools or district level positions. We have had a transition of new head counselors that joined our team last year. While administrative shifts have been prevalent, the goals set forth in the midterm review and full-cycle self-study have stayed consistently on the radar of McLane's faculty.

Among the teaching staff, many changes have also been noticeable in the last five years. Approximately 40% of the teachers (33 total) who were at McLane during the last full self-study have left due to promotion, retirement, transfer, or city relocation. In addition, the number of teaching staff has increased from approximately 84 to 92 because of new needs in increasingly diverse fields of study, student population increases, and the reduction of class sizes on a district level. McLane has also had changes to the roles of Campus Culture Director, Athletic Director, After School Program Coordinator, AP Coordinator/Intervention and added a English Language Learner Coordinator to support redesignation rates, EL site interventions and strategies in order to support our growing EL population. Over the last six years, McLane has worked to include more teachers in our Pathway programs to promote collaboration for increased student success.

On a district level there have been numerous changes to high level administrative positions. Since the 2015 self-study, Michael Hanson, who led the district for 12 years, stepped down from the superintendent position. The new superintendent of schools, [Dr. Robert Nelson](#), was hired, and several district office managers were hired or shifted positions. These changes have resulted in the district moving in new directions to achieve learning goals for all students. Along with those changes, constituents in the McLane region elected Veve Islas as the new board trustee in 2018.

Increasing Student Enrollment

The most significant change with the greatest impact has been the increase of student [enrollment](#) at McLane High School. In 2014-15 the student population was 1,741, and currently the student population is at 1,812, which is an increase of 71 students over a five-year period. The increase in student enrollment was due, in part, to creating a regional focus where collaborative ILT (Instructional Lead Teacher) meetings are held quarterly between our regional elementary and middle feeders at McLane to align goals and instructional practices.

The increase in student enrollment required McLane to make significant changes to accommodate new students. Portables that were empty are now being utilized again, the completion of the former Business and

Homemaking building was cleared to the studs and is completely rebuilt, adding a third story and two large restrooms to each side. This new building has an additional 15 classrooms, an administrator office, and a restroom on each side accessible from outside, and we are in the process of finishing a new multi-media studio to accommodate our growing ArtVenture Academy along with a new Firing Range for our JROTC program. With more ninth graders on campus, more staff members were also needed, and McLane implemented additional support structures and processes for managing student discipline and engagement. The Re-Engagement and Climate and Culture teams have grown to support McLane staff with Social Emotional and Restorative Practices professional development.

The transition to high school for many freshmen students is complex. Students experience new classmates, new courses, new teachers, and new expectations, all of which can be points of anxiety for incoming freshmen. To help students acclimate to McLane High School we have implemented strategic work on improving the Link Crew, Summer Bridge, and world geography summer school programs to help eighth grade students transition into ninth grade.

Regional Structure

Five years ago, Fresno Unified moved as a district to a new regional system. This structure placed all feeder schools under a corresponding high school to create a “region,” and was developed to increase vertical articulation between high schools, middle schools, and elementary schools. McLane’s region includes Yosemite and Scandinavian middle schools, and ten elementary schools (two elementary schools being a part of the Dual Immersion Program). The Dual Immersion Program is our student’s ability to speak, read, and write in both English and Spanish. The Two-Way Spanish Immersion program fosters bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and develops strong cognitive, social, and emotional identity through a regional pattern starting from elementary and finishing in high school.

The regional structure has helped guide the planning that we do as a region and individual site. When the regions were first restructured, teachers at different sites had the opportunity to meet one another during Buy Back and Institute Days to share struggles, ideas, and vision across grade level. The work that was accomplished, including common schoolwide writes, mentorship programs, and regional focuses, was possible because of the work done during these shared meetings. Along with staff meetings together, administrators from each school in the region met, and continue to meet, for principal meetings to discuss common vision and goals for the region. In recent years we have transitioned to the MultiTiered Systems of Support (MTSS), and we receive professional development at the regional level in MTSS tiers. In 2019-20, the regional ILT group determined our regional focus for the year would be common instructional strategies that are able to vertically articulate from elementary through high school. Current ongoing discussions are being held at the department level to determine common grading that will help with department collaboration.

The region is guided by the goals set forth through meetings of every school’s Instructional Leadership Team (ILT). The ILTs from the different school sites meet quarterly to track and discuss common goals and establish clear lines of communication from campus to campus. Each school site integrates the goals set by the ILTs into their [Single Plan for Student Achievement](#) (SPSA). The cross-site guidance that comes from regional collaboration helps guide the future goals and work that we do at McLane.

Special Education

Due to an overall increase in student population, there has been an increased number of identified Special Education students at McLane in subsequent years, which has had an impact on self-contained and co-teach class sizes and sections. In 2014-2015 the co-teach model was implemented at McLane in ELA 9-12th grade, 9th grade Algebra I, Biology, Earth Science and Modern World History. General Education (GE) ELA, including the co-teach sections, implemented the Springboard ELA curriculum, and co-teachers with corresponding grade level SDC sections of ELA delivered the Springboard curriculum using the ELD materials as a supplemental resource. During the same year, new elective offerings based on grade level and/or need were put in place for SDC students: STEPS transition curriculum for 11th and 12th grade students, and Seeing Stars Reading Intervention curriculum.

In the 2016-2017 school year, McLane saw another increase in students in Special Education, and STEPS and Reading Intervention classes were eliminated to accommodate the need for more sections for SDC and co-teach. This year also saw the introduction of the Big Ideas math curriculum in the GE/co-teach and SDC Algebra I sections. In preparation for the 2017-2018 school year, the 9th/10th SDC science and math teachers collaborated with district and site support to attend a Project-Based Learning PL conference during the summer to develop STEM-based linked learning with SDC students and provide a similar type of academic pathway experience available to their GE peers. The following year, 2018-2019, realized another increase in students, and an SDC Geometry section was added using the Big Ideas curriculum. As a result, more SDC and co-teach sections were required to meet the greater need due to the increased numbers. Due to restructuring at the district level the ISGI (Individual & Small Group Instruction) position was replaced with another Special Education FTE position. This transition provided several challenges, but also enhanced McLane's ability to meet the need of the growing number of students and necessary SDC/co-teach sections.

This year, 2020, the total number of students in Special Education at McLane has risen to just under 300 students. Whereas six years ago Mild to Moderate case managers had an average of 15-18 students on their caseload, case managers now have an average of 25-27 students on their caseload. Co-teach sections have fluctuated in size, availability, and number of sections, and in some cases when the demand was higher for the number of SDC sections, students that would otherwise have been in co-teach classes have been supported by push-in support from case managers and mild/moderate paraprofessionals in the areas of math and ELA. McLane is one of two high schools that supports our most high need students in our Behavioral Autism Program, where our students maintain their education on a comprehensive campus. In 2018-2019 this program had one teacher with five students, it has now grown to three classes with 15 students. Fresno Unified has also recently implemented a Network Improvement Community (NIC) team in order to help support and provide leadership in the work toward improving social emotional learning, academic instruction and discourse, as well as other identified areas of needed improvement in the area of Special Education.

English Language Learning

Metrics for re-designation of ELL students have changed over the past several years. Currently, students can be re-designated based on meeting criteria on ELPAC or [VCCALPS](#) scores and meeting certain testing benchmarks such as PSAT and CAASPP. McLane during the 2019-2020 school year tested 122 students for 11th-12th grade and 222 students for 9th-10th grade for the ELPAC. Also, we strategically chose school site assessors who had ELD experience over using district level subs to give the ELPAC test.

Changes in staffing, leadership, and curriculum over ELL have occurred over the last several years. Currently, we have site funded an EL Coordinator whose role includes intervention, tracking/monitoring and supporting staff with PL around strategies to support our EL students. Students in ELD courses are also enrolled in a schedule that provides access to all classes available. An after-school tutoring program for EL students and Migrant program students have been established and provides peer mentoring and tutoring.

Intervention

McLane High School has begun to implement MTSS at the site level to provide additional support to students in need at tier two and tier three levels. One tier support is the Professional Learning Updraft System (PLUS) teachers who are Teacher on Special Assignment (TSA) that provide strategic intervention to students. The PLUS platform was previously created to provide English, Math and Science teachers an opportunity to attend professional development and collaboration while their classes were taught by PLUS teachers during several cycles within a school year. Since the grant has expired, the role of the PLUS teacher has been modified based on site needs. There are currently four PLUS teachers on our campus that focus on English Language Arts, Mathematics and Technology. They provide extra support for struggling students in classrooms by clarifying goals/objectives of the lessons and providing additional scaffolding as needed, such as re-teaching and blended learning. They have monitored the progress of focus students and had periodic grade chats with them so that they are more academically successful. PLUS teachers utilize grade and assessment data to inform targeted interventions. Additional support is given to English Learners in the form reteaching in small groups and SDAIE strategies such academic discourse and sentence stems. Parents and counselors are contacted as needed to ensure student success. In addition, PLUS teachers co-plan and co-teach with respective teachers to deliver meaningful lessons and are active participants in PLC's by working collaboratively to develop and create CFAs that are standards-based and guaranteed and viable curriculum (GVC) aligned.

ELA PLUS teachers have previously created Common Formative Assessments for ELA that utilized the iReady assessment platform to help guide teachers' instruction. In the 2019-2020 school year, the ELA PLUS teacher transitioned to assisting PLCs in the development of CFAs, not being the sole creator of the CFAs as a way of creating greater ownership of the CFAs.

Increased Course Offerings

Throughout the past six years, McLane has expanded course offerings to give all students the opportunity to be College and Career Ready. McLane currently has four pathways offered to students: Medical Education and Research Academy, Academy of Finance and Entrepreneurship, ArtVenture Academy, and Education

Careers Academy. Several of our new courses have been added through the pathways. were incorporated into the Medical Pathway (MERA) UCCI Applied Chemistry and Biotechnology and AP Biology. Finance and Entrepreneurship added UCCI World History by Design. ArtVenture expanded their program with the addition of the senior course AP Studio Art and Cinematography (partnered Dual Enrollment with Fresno City College).

Although the pathways have brought many new classes, there have also been other core courses and electives that have been initiated outside of CTE. These include Zoology, Algebra II/Pre-Calc, English IA (dual enrollment), Hmong Native Speakers I and II, Choir, Art Appreciation & Applied Arts, (Aby McGraw Hill). The department also welcomed the addition of a new elective: Ethnic and Diversity in the US and the previously added Race and Social Justice course. There have also been updates to AP courses (US History, European History, Human Geography, Psychology, US Government) during the past several years and this year the addition of World History. Since the last self-study, 10/10 social science classrooms have sets of laptops/tablets to utilize the online curriculum component.

Science also went through a new textbook adoption for Biology and Chemistry. The new adoption includes access to an online platform and individual consumable texts with primary sources for each student, both adoptions utilizing Pearson Textbooks.

Accountability Model

In August of 2013, Fresno Unified became one of eight LEAs who collaborated to submit a waiver to the U.S. Department of Education, requesting flexibility and relief of requirements in the ESEA—a waiver from some of the No Child Left Behind components. These districts in California, representing more than one million students, formed a learning cooperative called the California Office to Reform Education (CORE). CORE districts have focused on learning and sharing practices in two critical areas: 1) effective implementation of the Common Core State Standards; and 2) building social capital. To further their work, the districts collectively sought and obtained the Waiver, which essentially created an alternate model of Accountability.

The Accountability Model, known as the School Quality Improvement System (SQII), was used until 2017. This system had several important features:

- Under the previous accountability model, for any student group to be considered “significant,” the number of students in the group needed to equal or exceed 100. Under the CORE Waiver, that number is 20. This change makes it impossible to gloss over the needs of even small populations of students.
- A strong central mission that any accountability model’s main goal should be to address and eliminate disparity and disproportionality. Including measures of disparity and disproportionality, participating districts ensure focused attention on issues of equity and access.
- The accountability model places academic performance, academic growth, and academic completion and retention at 60% of a school’s accountability measure. 20% of the accountability measure is for social-emotional indicators, and 20% is for culture and climate indicators. This recognizes a broader mission of what it means to meet the needs of students.

- There is a focus on collective responsibility, accountability, and action that emphasizes capacity building over individual accountability. Schools are likely to be paired with others in Communities of Practice for support rather than face sanctions if they do not meet goals.

CORE was granted the waiver, so beginning in 2014, the CORE model of accountability became the driving accountability model for schools in the CORE consortium. The first CORE report cards were issued in late 2015, using metrics that showed a broad view of a school in which test scores are only one element.

In a parallel process to the development of the School Quality Improvement System of the CORE Waiver, the state of California was developing its new accountability dashboard. The Local Control Funding Formula (LCFF) legislation was signed by the governor in July of 2013. LCFF's overarching goal is to break away from years of restrictive categorical funding to provide targeted funding that is responsive to the varying needs of students while increasing local flexibility and accountability for resource allocation. Under LCFF, districts receive a base grant per student as well as supplemental grants for English Language Learners, low-income students, and foster youth. Additionally, each LEA is responsible for creating a local control and accountability plan that sets annual goals and describes how districts will: implement CCSS; improve students' achievement, graduation rate, and school performance; improve academic outcomes; and meet the needs of English learners, low-income students, and children in foster care. This new funding structure is very aligned to the principles, accountability, and commitments of the CORE waiver: LCFF aims to provide targeted interventions and support while allowing districts and schools—those closest to the students—the flexibility to determine how to do so. LCFF's commitment to improving outcomes for traditionally low-achieving subgroups is mirrored in the School Quality Improvement System, as subgroup performance accounts for approximately 60% of a school's overall score on the School Quality Improvement Index (SQII).

As of 2017-18, the new accountability metrics used by FUSD include Power BI and the California Dashboard. Many of the same principles of the CORE accountability model are reflected in the state dashboard. [McLane's SPSA](#) is determined based on the new accountability metrics from Power BI and the California Dashboard. Data from these sources allows us to look at achievement in different domains at state, district, and site level for all our students including subgroups. Many of the metrics are the same: suspension rates, graduation rates, English Learner proficiency measures, Smarter Balanced test results in both annual scores and progress over time. There are differences as well: The [College/Career Indicator](#) in the State dashboard, or the social-emotional learning survey results in the CORE system. These years of moving to new accountability models have also brought new data tools and new reports to read and interpret, which means the learning curve has been steep. Understanding the new accountability model and proficiently using tools to help guide decisions will continue to be an area for learning in the next several years.

Schoolwide Growth Areas for Continuous Improvement

During the 2014-2015 school year, the previous visiting committee report concurred with the school's identified growth areas already outlined in the schoolwide action plan. These are summarized below:

1. Develop and implement a system of academic support for students that focuses on the comprehension of complex grade level texts with special attention given to English Learners, Special Education students, and McLane's males of color subgroup.
2. Develop and implement a plan for early intervention of students who are "at-risk" due to grades, attendance, and/or behavior.
3. Continue to develop and implement a culture of professional and clear communication among all stakeholders.
4. Build a network of support for McLane programs and culture by strengthening the McLane regional identity and showcasing current students' achievement and talents, leading to higher enrollment in the school and goal 2 activities (engagement activities).

Additionally, the visiting committee identified the following areas that need to be strengthened:

5. Continue schoolwide literacy instruction across the curriculum with focus on those students who score significantly below grade level on DPRs.
6. Continue use of systematic instructional strategies aligned with administrative expectations that meet the needs of the rigorous CCSS standards McLane is so diligently working to implement.
7. Continue to use teacher leaders to model engagement strategies in the classrooms to increase bell to bell instruction and student engagement.

During the 2017-2018 school year in which a subsequent three-year progress report was conducted, the following recommendations were made:

8. Develop a master schedule and schedule meeting times that support full collaboration utilizing the PLC process amongst all departments and grade level groups.
9. Work through professional learning communities to focus on daily teaching of grade level CCSS and use student data to identify and utilize high leverage teaching strategies in the classroom.
10. Create learning environments for students with high expectations and provide professional development that increase opportunities for students to engage in the lesson.

Ongoing Follow-Up Process

The identified growth areas from the schoolwide action plan developed as part of the previous WASC self-study, as well as those added as part of the mid-cycle review, have been incorporated into [McLane's Single Plan for Student Achievement](#) (SPSA) each respective school year. The SPSA is structured around the same four goals from the district [LCAP](#) (which address the eight state priorities). Participants in development of the SPSA include the entire Instructional Leadership Team composed of core content area teachers and the entire administration team. Also involved are students, parents, and staff that serve on the School Site Council (SSC). Through review of overall student performance indicators and data related to particular programs or actions steps, the school site council provides feedback for modifications and/or additions to actions. Each school year this results in an updated SPSA, which the SSC approves through voting, and upon

sharing with the McLane staff the actions from the plan are then carried out in an effort to achieve the identified growth areas of the school.

Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for SPSA Goals

Amidst program, district, and school site administration and personnel changes, McLane's faculty has maintained focus on our commitments we made during our last WASC self-study process. Our current [SPSA](#) addresses and incorporates schoolwide critical areas for follow up from our last full self-study as well as our midterm review. Our current schoolwide action plan, the SPSA, is organized in relationship to FUSD's district goals, falling into four major domains (academic; arts, activities, and athletics; character and competencies for workplace success; and graduation). The following is a description of progress in each of our current Action Plan goal areas, with reference to the critical areas for follow up from the midterm review (which includes three of the critical areas for follow up from the last full self-study). Much of the discussion below summarizes major actions and approaches, as more complete descriptions of our actions and strategies are addressed in more detail in subsequent chapters of this report.

Growth Area for Continuous Improvement #1:

Develop and implement a system of academic support for students that focuses on the comprehension of complex grade level texts with special attention given to English Learners, Special Education students, and McLane's males of color subgroup.

Rationale:

- The School Quality Improvement Index (SQII) shows 69.91% of students scoring significantly below the state reading level. *(SQII indicator #2163)*
- The Fall 2014 semester shows that 59.5% of students received an A, B, or C in their ELA class and scored significantly below on the most recent DRP. *(SQII indicator #2716)*
- The 2014-2015 CELDT data indicates that 74.37% of English Learners have been continuously enrolled more than 5 years and are still scoring at Beginning, Early Intermediate, and Intermediate levels. *(SQII indicator #926)*
- The 2013-14 Redesignation Rate is 5.2%, as reported on CDE DataQuest.
- 94.6% of African American students are scoring moderately or significantly below on the most recent DRP assessment. *(SQII indicator #4062)*
- 94.06% of the African American subgroup is performing below grade level *(SQII indicator #4072)*
- 96.36% of Special Education students who received an A, B, or C in their English class scored significantly below on the most recent DRP assessment *(SQII indicator #3788)*
- McLane teachers have received district training on Common Core State Standards; however the training does not support strategies for struggling students.

Growth Goals (Action Plan from 2014-2015 Self-Study):

- By May 2016, the spring administration of the DRP will show at least a 10% reduction in students scoring significantly below the State Reading Level: from 69.91% to 59.91%. *(SQII indicator #2163)*
- By June 2016, CELDT data will indicate that English Learners who have been continuously enrolled for more than 5 years, yet who are still scoring at Beginning, Early Intermediate, or Intermediate levels will decrease by 10%: from 74.37% to 64.37%. *(SQII indicator #926)*
- By May 2016, students receiving an A, B, or C in their ELA class and scoring significantly below on the most

recent DRP will reduce by 20%: from 59.5% to 39.5%. (SQII indicator #2716)

- By June 2016, there will be a 10% reduction of male students of color scoring significantly below grade level, from 94.6% to 84.6%. (SQII indicator #4062)
- By June 2016, there will be a 10% reduction of Special Education students scoring significantly below grade level, yet earning an A, B, or C in their English class from 96.36% to 86.36%. (SQII indicator #3788)
- By June 2016, the Redesignation Rate for the 2015-16 year will increase from 5.2% to 20%, as measured by performance on the CELDT and DRP.

Growth Goals (Updated with 2017-2018 Mid-Cycle Progress Report)

- By February 2018, the administration of the ELA interim assessments will show at least a 10% reduction in students scoring below standards/not mastered from 88.5% to 78.5%. (SQII Indicator #2163)
- By June 2018, CELDT data will indicate that English Learners who have been continuously enrolled for more than 5 years who are still scoring at Beginning, Early Intermediate, or Intermediate levels will decrease by 10% from 70.23% to 60.23%. (SQII Indicator #926)
- By May 2018, students receiving an A, B or C in their ELA class and scoring significantly below on the most recent Interim Assessment will reduce by 10% from 64.5% to 54.5%. (SQII Indicator #2716)
- By June 2018, there will be a 10% reduction of Special Education students scoring significantly below grade level, yet earning an A, B or C in their English class from 92.29% to 82.29%. (SQII Indicator #3788)
- By June 2018, the Redesignation Rate will increase from 10.88% to 20.88% as measured by performance on the CELDT, Interim Assessments, PSAT, SBAC/CAASPP.

Summary of Progress in Growth Area for Continuous Improvement #1:

- Professional Learning Communities (PLC) continue to develop and implement common formative assessments to assess student progress on specific academic content and skills. Data is shared amongst PLCs to inform instruction, determine best practices, and address student needs. Summative assessments are used to assess student growth based on CFA results. Common analysis tools for our CFAs are implanted by PLCs to inform instructional sequencing. Since Fresno Unified started the semester with online distance learning, PLCs share and compile data 2x a week using Microsoft Teams to generate next steps. The data collected from common formative assessment is analyzed collaboratively in PLCs utilizing a cycle of inquiry that engages teachers in instructional dialog about the team's next instructional steps.
- Our school wide focus has been on utilizing checking for understanding strategies to help assess students in the moment and adjust teaching to address student needs. Professional learning workshops developed and presented by teachers in the ILT with the topics of Understanding Rigor, Creating Collaborative Structures, Using Technology for Engagement and Collaboration, and Supporting English Learners. Follow up conversations and common strategies have been implemented in PLCs.
- ATLAS identifies students with 504 and IEP plans to help teachers recognize where accommodations and interventions may need to be implemented. ATLAS is utilized by Special Education teachers to check on current grades, historical grades, and academic progress of our students. Special Education teachers use ATLAS during IEP meetings with parents and IEP team members. Case managers inform teachers about IEP accommodations/modifications for students enrolled in their classes.
- The co-teaching model has been implemented in classes to help support Special Education students that are in mainstream classes. At McLane we have Special Education teachers that are co-teaching in most general education classes. Both teachers work collaboratively to teach a general education class

with our Special Education students. Teachers spend time preparing lesson plans and developing strategies to engage SPED students.

- Promotion and use of Khan Academy is being done to help supplement instruction and give students extra support outside the classroom.
- Academic interventions are happening at the classroom, department, and school level to help raise student achievement.
 - The after-school program provides tutoring support for all subject areas and extra supports for subjects like mathematics and for our English Language Learners.
 - Teachers regularly make themselves available to students before school, during lunch, and after school. Some departments have worked out a rotating after school tutorial to help target students earning D's or F's and help them increase their achievement.
 - Specific intervention programs put into place include AP tutorials, Algebra I credit recovery, PLUS teacher pull-out supports, athletic tutoring, A4 mentorship, migrant education, and alliance courses.
 - Prior to Covid-19 McLane began using Saturday Academy to allow students to not only recover absences but also as an intervention to allow students a positive environment to complete missing or incomplete assignments under the guidance of site content classroom teachers.
- 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 Language Learners.
- English Language Learner mentoring is being done through the after-school program.
- ELPAC Chats are completed by McLane EL Coordinator to help prepare students for testing.
- Peer helpers are strategically placed to help support English Language Learners and SPED students in the classroom.
- Co-teaching model for RSP SPED students in some ELA and math classrooms (LRE).
- Migrant Student Program/ELD tutoring afterschool with support for students in their primary language with students and teacher tutors.
- Designated SDAIE sections in most courses on campus created to potentially provide higher levels of support for ELL students and designated co-teaching sections of ELA and math some with SPED co-teachers and some with aides and paraprofessionals. PLUS teachers are pushing in to support many of these sections as well.
- Continued Professional Learning which supports methodologies for supporting EL students.
- Case Managers are responsible for all Special Education student's individualized educational plans (IEPs). The teachers schedule IEP meetings with parents, general education teachers, school administrators, and outside agencies.
- SDAIE classes (not sheltered).

- African American Mentor teacher will continue working with 25 at-risk students who are struggling academically, behaviorally, and social-emotionally to support goal setting.
- McLane Black Student Union (BSU) Club has continued to be a shining light on our campus with over 50 students. This club is an organization that advocates the needs of students in high school, while empowering, teaching, discussing and exploring the Black experience. BSU serves as a liaison between students of African descent and other minorities and the campus.

Growth Area for Continuous Improvement #2:

Develop and implement a plan for early intervention of students who are “at-risk” due to grades, attendance, and/or behavior.

Rationale:

- Number and percentage of 9th-12th grade students who are currently meeting the Early Identification and Intervention System (EIIIS) at-risk attendance criteria (red and purple zones) are 19.98%. *(SQII indicator #2726)*
- The 2013-2014 EOY attendance report for Manageable and Chronic absences indicate that 21.4% of students have manageable and 25.7% of students have chronic attendance rates. *(ATLAS report)*
- School Climate and Culture survey results indicate that 54% of students “Agree” and “Strongly Agree” that “there is a teacher or some other adult who really cares about me.” *(SQII indicator #397)*
- CDE website shows the 2013 graduation rate for McLane as 81% (410 out of 506 students).
- The School Quality Improvement Index (SQII) shows 69.91% of students scoring significantly below the State Reading Level. *(SQII indicator #2163)*
- 549 or 33.78% of students earned a D or F in the first semester of their mathematics class *(SQII indicator #3789)*
- 44.71% of students who earned a C or higher in their English class last year, currently have a D or F this semester. *(SQII indicator #3740)*
- 94.74% of students with two or more suspension incidents also earned at least one D or F grade *(SQII indicator #3709)*

Growth Goals (Action Plan from 2014-2015 Self-Study):

- Decrease the percentage of students identified in EIIIS as at-risk by 10%; from 19.98% to 9.98%.
- Decrease percentage of students identified in the manageable attendance category by 10%; from 21.4% to 11.4%.
- Increase personal mentoring with at-risk students and certificated staff to a minimum of once per week with various teachers, counselors, PLUS teachers, and after school staff.
- Increase graduation rate by 6%; from 81% to 87%.
- Decrease percentage of students earning D or F in their English class by 15%.
- Decrease percentage of students earning D or F in their mathematics class by 10%; from 33.78% to 23.78%.

Growth Goals (Updated with 2017-2018 Mid-Cycle Progress Report)

- By February 2018, the administration of the ELA interim assessments will show at least a 10% reduction in students scoring below standards/not mastered from 88.5% to 78.5%. *(SQII Indicator #2163)*
- By June 2018, CELDT data will indicate that English Learners who have been continuously enrolled for more than 5 years who are still scoring at Beginning, Early Intermediate, or Intermediate levels will decrease by 10% from 70.23% to 60.23%. *(SQII Indicator #926)*
- By May 2018, students receiving an A, B or C in their ELA class and scoring significantly below on the most recent Interim Assessment will reduce by 10% from 64.5% to 54.5%. *(SQII Indicator #2716)*
- By June 2018, there will be a 10% reduction of Special Education students scoring significantly below grade level, yet earning an A, B or C in their English class from 92.29% to 82.29%. *(SQII Indicator #3788)*
- By June 2018, the Redesignation Rate will increase from 10.88% to 20.88% as measured by performance on the CELDT, Interim Assessments, PSAT, SBAC/CAASPP.

Summary of Progress in Growth Area for Continuous Improvement #2:

- PLC's continue to plan/collaborate common formative assessments aligned to focus standards followed by reviewing data to plan for effective RTI for their classes.
- PLC's and Lead Teachers conduct CCI process once per quarter to monitor student progress and identify instructional needs.
- Transportation is available to support students with A-G completion by attending outside events so all students can have the same academic experience.
- Departments differentiate instruction based on results of assignments or assessments. Lessons 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 regarding McLane's guidelines for student success.
- Culturally consistent classrooms which foster student engagement and support student-centered learning.
- Student grades are monitored by teachers, administration, counselors, and support services staff through department MTSS teams. Teams meet every week as a Manager Team followed by a Department Team the following week. The purpose of the MTSS teams is to create cohesion among the entire campus addressing student grades, attendance, and social emotional behavior during distance learning.
- Student ownership has been a focus through schoolwide professional learning. Strategies for how to increase student ownership incrementally rather than through large projects has been a concern and focus of the professional learning with our ILT team.
- Academic interventions are happening at the classroom, department, and school level to help raise student achievement.
 - The after-school program provides tutoring support for all subject areas and extra supports for subjects like mathematics and for our English Language Learners.
 - Teachers regularly make themselves available to students before school, during lunch, and after school. Some departments have worked out a rotating after school tutorial to help target students earning D's or F's and help them increase their achievement.
- Pre-Covid 19 McLane began using Saturday Academy to allow students to not only recover absences but also as an intervention to allow students a positive environment to complete missing or incomplete assignments under the guidance of site content classroom teachers.

Growth Area for Continuous Improvement #3:

Continue to develop and implement a culture of professional and clear communication among all stakeholders.

Rationale:

- Trend data in staff interviews by the Restorative Team uncovered clear communication as an area of concern.
- Student online survey indicated that 52% conference with their teachers about their academic progress.
- Student online survey indicated that 21% utilize McLane or class websites to stay informed.
- 549 or 33.78% of students earned a D or F in the first semester of their mathematics class. (SQII indicator #3789)
- 44.71% of students who earned a C or higher in their English class last year, currently have a D or F this semester. (SQII indicator #3740)

Growth Goals (Action Plan from 2014-2015 Self-Study):

- By August 2015, Protocols for clear and professional communication will guide staff meetings, professional learning, and interactions among all staff, students, and administration.
- By October 2015, Students will receive specific feedback on their academic progress from teachers at least three times per quarter.
- Increase the number of parents signed up for EduText by 10% each year to receive daily attendance and grade updates.
- Launch an information campaign that increases student and parent interaction with the school website and social media outlets by 10% each year.

Growth Goals (Updated with 2017-2018 Mid-Cycle Progress Report)

- By August 2018, protocols for clear and professional communication will guide staff meetings, professional learning, and interactions among all staff, students, administration.
- By October 2018, students will receive specific feedback on their academic progress from teachers at least three times per quarter.
- Increase the number of parents signed up for Edutext by 10% each year to receive daily attendance and grades updates.
- Launch an information campaign that increases student and parent interaction with the school website and social media outlets by 10% each year.

Summary of Progress in Growth Area for Continuous Improvement #3:

- Staff Professional Learning regarding PLC's, common grading practices, common assignments/assessments, proficiency-based learning.
- Training has been given around 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 have reviewed school grading practices and made adjustments in alignment to Fresno Unified Board Policy.
- Supplemental Contracts and/or sub release time has been allocated to Accountable Community for planning.
- Professional Learning has utilized the research from "Learning by Doing" to support the development and continuation of high-quality Accountable Communities. Professional consultants and presenters from Curriculum and Development have come to work through GVC and Scope and Sequence.
- Parents and community members are also provided with additional opportunities to provide direct feedback through:
 - Title I parent meeting, where parents learn about Title I support for the school, including their rights and expectations for the school in meeting Title I requirements.
 - LCAP Regional Meetings and student meetings, where parents have input into planning on how monies will be spent o In anticipation of the approval of a new bond measure to support facilities improvements (Measure X), staff, parents and community were invited to participate in a meeting regarding the McLane Facilities Master Plan and to discuss needs of the campus. Input from staff, parents and community members were provided both during discussions and through a survey of needs.
 - Surveys, such as Climate and Culture Surveys and Confidential Family Survey Parents have regular opportunities to interact with staff and provide input through:
 - Parent University organized and facilitated learning on campus for parents, including courses in Digital Literacy and community involvement. Most recently, parents participated in weekly

meetings with our Restorative Counselor Rebeccar Aleman, to learn about issues important to the school and community, and to build relationships with law enforcement in the community.

- Coffee hours in the Parent Center, which give parents an avenue to interact with staff and other parents
- A2A meetings require parents to come to school to discuss attendance issues for their children. While they are on campus, they have direct access to support from the school Attendance Office and a Vice Principal. This provides an opportunity for parents to address other issues important to their child’s education.
- Parents are invited to sit on interview panels for management positions on campus, including Principal, Vice Principal, teachers and Head Counselor.
- Parents are welcome to attend FUSD Board Meetings, where they can express their thoughts regarding the functioning of the school and the district.
- Beginning with the 2015-16 school year, the Board of Education voted to expand the Sex Education curriculum, to be taught through biology classes with support from Barrios Unidos. To seek input from parents on the curriculum, and the Barrios Unidos curriculum was available for review and input in the school main office.
- Newsletter/PeachJar- Provides site information to parent emails that send out tutorial schedules.
- Weekly Principal Parent Update through student email accounts with a run down of important site information for the week and upcoming events.
- Providing Parents with the opportunity to interact with the counseling staff and provide input through:
 - Counseling Parent Nights, where parents and students receive information about the school program, including both registration for appropriate courses and knowledge of available supports. This includes separate meetings for each grade level to address specific concerns for each grade level.
 - Cash for College, Scholarship Night, and FAFSA workshops allow parents to receive information about funding for college, and provide an additional opportunity for parents to be in contact with their child’s counselor.
 - AP Parent Night provides information about Advanced Placement course placement and expectations, and discusses available supports for students.
- Newsletter/PeachJar- Provides site information to parent emails that send out tutorial schedules.
- Weekly Principal Parent Update through student email accounts with a run down of important site information for the week and upcoming events.

Growth Area for Continuous Improvement #4:

Build a network of support for McLane programs and culture by strengthening the McLane regional identity and showcasing current students’ achievement and talents, leading to higher enrollment in the school and goal 2 activities (engagement activities).

Rationale:

- In 2014-15, 260 McLane region 9th-12th grade students exercised their right to “school of choice”, attending a high school other than McLane.
- District boundary changes have impacted the McLane region feeder pattern resulting in a loss of enrollment and staff.
- Fresno Unified is in year three of the Region Plan with vertical articulation among ten elementary schools and

two middle schools feeding into one high school.

- The 2013-14 school climate survey indicated that 39.51% of students responded ‘most of the time’ or ‘all of the time’ to the question, “I feel like I am part of this school.”

Growth Goals (Action Plan from 2014-2015 Self-Study):

- Increase positive impressions of McLane high school as measured by Social Emotional survey responses and school of choice enrollment data.
- Solidify McLane Region identity by vertical articulation with feeder schools to impact academic success in our students PK-12.
- Increase McLane [enrollment](#) by 5% per year.
- Create monthly opportunities for McLane students to demonstrate their learning and talents at school and community events.
- Increase goal 2 activities by 10% more students connected to school by clubs and pathways.
- Increase pathway and magnet enrollment by 10% by June 2016.

Growth Goals (Updated with 2017-2018 Mid-Cycle Progress Report)

- Increase positive impressions of McLane High School as measured by social emotional survey responses and school of choice enrollment data.
- Solidify McLane region identity by vertical articulation with feeder schools to impact academic success in our students PreK-12.
- Increase McLane [enrollment](#) by 5% per year.
- Create monthly opportunities for McLane students to demonstrate their learning and talents at school and community events.
- Increase Goal 2 activities by 10% more students connected to school by clubs and pathways.
- Increase pathway and magnet enrollment by 10% by June 2018.

Summary of Progress in Growth Area for Continuous Improvement #4:

Students are highly encouraged to engage and invest time in various school clubs, after school program activities, co-curricular competition teams, and athletic events. Students who have yet to invest time in any school-related activities are then identified and specifically targeted by various club sponsors and school leaders and invited to participate. Various club sponsors encourage students to get involved in their respective clubs. The McLane High School Leadership class hosts a semesterly Club Rush event to expose students to the various clubs and activities hosted on campus. MHS Leadership class also hosts various themed nights during sporting events to get students and community members excited to attend.

The Campus Culture Director and leadership classes consistently provide a culture of student involvement and school spirit. They provide numerous opportunities for students to feel included at McLane.

- Move-Up Days/Showcase for incoming 9th graders are a couple of ways leadership specifically engages students who will be attending McLane the following year. Visits in the spring for current 8th graders, and a middle school visit in the first semester, help the transition of incoming 9th graders.
- Link Crew hosts several days during the summer for incoming 9th graders to get connected to each other and to upperclassmen on campus.
- CTE Showcase is another way to get newer students connected to the strong academic programs McLane offers by showcasing during Back to School Night and Open House student work and articulating the benefits of each course.
- The leadership classes are also responsible for assemblies and rallies to foster school participation, interest, and connection to the school.

- Leadership holds pep rallies as well as multicultural assemblies and other interactions that foster appreciation for various cultures such as: Hmong Dance Club, BSU, Folklorico Dance Club and Club Coco, which showcases Hispanic heritage and community service not just at McLane but around our community.
- Unified Sports has been a partnership between General Education and Special Education where our GE students participate and assist in coaching basketball, volleyball, soccer and track and field with our special education students and are able to connect and develop a friendship outside of the academic setting.
- McLane also is a collaborative partner with United Sound which allows students with disabilities to learn an instrument from their typically developing peers and participate in a concert.
- McLane also spearheaded the “I Wish You Know” Campaign that highlighted all the differences we share on campus. This campaign started at McLane, filtered to our middle school feeder schools and eventually throughout Fresno Unified. Each secondary site received personalized bathroom stall inspiration quotes, in their school colors, to help promote positive self-image. McLane partnered with ProScreen, a family run company in the Central Valley who donated materials for our students to install themselves on our campus, along with our middle school regional feeders.

Growth Area for Continuous Improvement #5:

Continue schoolwide literacy instruction across the curriculum with focus on those students who score significantly below grade level on DRPs.

Summary of Progress in Growth Area for Continuous Improvement #5:

- McLane has provided a three-part approach to literacy support for students.
 - Tier One includes a focus on increasing common core literacy skills in every classroom through professional learning, aligned textbook adoptions, and school-wide literacy initiatives.
 - Tier Two has been opportunities for strategic grouping, technology resources to support struggling students, PLUS, and co-teaching in the targeted core classes.
 - Tier Three includes teacher tutoring services, within our classroom we establish a peer mentoring system, collaborative group, teaching to different learning modalities, based on needs and levels, access to technology resources for remediation, PLUS support in the targeted classroom and student groups, and strategic deployment.
- McLane has provided a three-part approach to math support for all students.
 - Tier One includes a focus on common core math skills in every math classroom through professional learning and collaboration.
 - Tier Two incorporates opportunities for strategic grouping, re-teaching, utilizing technology resources for struggling students, PLUS teacher support, and co-teaching.
 - Tier 3 includes teacher-tutoring services, technology resources to support remediation, strategic PLUS teacher support for Tier 3 students, and deployment.
- McLane continues to improve on English Learner redesignation rates by providing a three-tiered support for English Learners that build literacy skills in alignment with the Common Core State Standards for ELD and ELA/Literacy.

- Tier 1 has included staff providing instruction in all curricular areas that require students to engage in complex text, write regularly, and academic discourse. Staff will continue to identify EL students and work with our EL Coordinator for tracking and progress monitoring.
- Tier 2 supports McLane's High School ACS WASC/CDE Self-Study Report 14-15 including re-teaching strategies to target students who struggle in initial assessments. Additional supports include English Learner conferences with EL Coordinator, and individual and group chats based on performance levels of the ELPAC exam, Interim exam, and the number of D/F's at all grading periods.
- Tier 3 includes an English Language Support team providing targeted academic assistance during the After-School Program and support with ELD teacher.

Growth Area for Continuous Improvement #6:

Continue use of systematic instructional strategies aligned with administrative expectations that meet the needs of the rigorous CCSS standards McLane is so diligently working to implement.

Summary of Progress in Growth Area for Continuous Improvement #6:

- McLane has provided a three-part approach to literacy support for students in alignment with the Common Core State Standards.
 - Tier One includes a focus on increasing common core literacy skills in every classroom through professional learning, aligned textbook adoptions, and school-wide literacy initiatives.
 - Tier Two has been opportunities for strategic grouping, technology resources to support struggling students, PLUS, and co-teaching in the targeted core classes.
 - Tier Three includes teacher tutoring services, within our classroom we establish a peer mentoring system, collaborative group, teaching to different learning modalities, based on needs and levels, access to technology resources for remediation, PLUS support in the targeted classroom and student groups, and strategic deployment.
- McLane has provided a three-part approach to math support for all students in alignment with the Common Core State Standards.
 - Tier One includes a focus on common core math skills in every math classroom through professional learning and collaboration.
 - Tier Two incorporates opportunities for strategic grouping, re-teaching, utilizing technology resources for struggling students, PLUS teacher support, and co-teaching.
 - Tier 3 includes teacher-tutoring services, technology resources to support remediation, strategic PLUS teacher support for Tier 3 students, and deployment.
- McLane continues to improve on English Learner redesignation rates by providing a three-tiered support for English Learners that build literacy skills in alignment with the Common Core State Standards for ELD and ELA/Literacy.
 - Tier 1 has included staff providing instruction in all curricular areas that require students to engage in complex text, write regularly, and academic discourse. Staff will continue to identify ELL students and work with our EL Coordinator for tracking and progress monitoring.
 - Tier 2 supports McLane's High School ACS WASC/CDE Self-Study Report 14-15 including re-teaching strategies to target students who struggle in initial assessments. Additional

supports include English Learner conferences with EL Coordinator, and individual and group chats based on performance levels of the ELPAC exam, Interim exam, and the number of D/F's at all grading periods.

- Tier 3 includes an English Language Support team providing targeted academic assistance during the After-School Program and support with ELD teacher.
- McLane High School will support students to earn passing grades through a system of monitoring, goal setting, recognizing achievement, in-classroom assistance in challenging courses, tutorial opportunities, guidance, classroom engagement, and response to intervention.
- McLane High School will provide a response to intervention approach for student support in order to retain students in AP courses.
 - Tier 1 services will include a curriculum that is designed to focus on the AP course and exam. All AP course syllabi will be approved by the College Board. In all AP courses, students will learn skills and content specific to the course to help them access the AP exam, and teachers will collaboratively develop common frequent assessments aligned to the exam.
 - Tier 2 services will include after-school tutorials, lunchtime tutorials, and study sessions provided to students to prepare for and to practice skills needed to be successful on the exam.

Growth Area for Continuous Improvement #7:

Continue to use teacher leaders to model engagement strategies in the classrooms to increase bell to bell instruction and student engagement.

Summary of Progress in Growth Area for Continuous Improvement #7:

- MHS will improve collaborative structures within subject area teams to focus on student progress toward proficiency, and utilize structured protocols to evaluate student progress, review student work, and refine common assessments.
- McLane will design collaboration around standards-based curriculum, instruction, and assessment and effective protocols so that all students are monitored on their progress in meeting academic and learning outcome goals.
- The Instructional Leadership Team (ILT) has provided teacher-led workshops on various topics including EL supports, student engagement strategies, social-emotional learning, deconstructing content standards and classroom environment.
- ILT (Teacher Leadership Team) creates professional learning workshops for teachers. This has changed from past years where PL was driven by district and administrative directives.
 - The new 2020-2021 bell schedule at McLane continues to have built-in opportunities for teachers to collaborate for one hour at least two times a week during Professional Learning Community meetings. Collaboration during PLC meetings are designed to allow teachers to practice and incorporate strategies used from staff PL in their specific subject area teams to focus on improving student learning by planning and calibrating around four guiding questions of Professional Learning Communities:
 - What do we want our students to learn?
 - How will we know they have learned what we want them to learn?
 - What will we do if they are not learning?

- What will we do if they have already learned it?
- McLane has continued its focus on aligning the instructional system in all classes and embarked on an instructional renaissance including the development and implementation of a concrete action plan aligned to the Single Plan for Student Achievement and a schoolwide focus on continuous improvement. There has been an emphasis on improving instruction, increasing the alignment of curriculum to the standards, and increasing the level of rigor in the classroom while using common assessments within subject area teams to monitor student achievement and intervene when necessary.

Growth Area for Continuous Improvement #8:

Develop a master schedule and schedule meeting times that support full collaboration utilizing the PLC process amongst all departments and grade level groups.

Summary of Progress in Growth Area for Continuous Improvement #8:

- McLane has developed prior to Covid-19, a schedule that would allow for PLC time before the school day started. Before the 9:00 am start time mandated by Governor Gavin Newsom by the 2021-2022 school year, we embedded time from 8:00-8:55 am strictly devoted to PLCs. Our goal during this time was for Department Meetings and Content PLC's to take place so our teachers could start their days with collaboration.
- After Covid-19 created our new distance learning model, our students start at 9:00 am and the time from 8:00-8:55 am has been utilized for Department Meetings once a week, Content Area PLC time one to two times a week depending on the need of the team, and a day devoted to MTSS support. Each Vice Principal along with a Counselor and support staff member have been assigned to a specific department whose goal is to bring site initiatives and teacher support. This team discusses department needs in regards to student grading, attendance concerns and content specific requests and that information is brought to our Monday management meetings to troubleshoot as an administrative team.

Growth Area for Continuous Improvement #9:

Work through professional learning communities to focus on daily teaching of grade level CCSS and use student data to identify and utilize high leverage teaching strategies in the classroom.

Summary of Progress in Growth Area for Continuous Improvement #9:

- Professional Learning Communities (PLC) continue to develop and implement common formative assessments to assess student progress on specific academic content and skills.
- Data is shared amongst PLCs to inform instruction, determine best practices, and address student needs.
- Summative assessments are used to assess student growth based on CFA results. Common analysis tools for our CFAs are implanted by PLCs to inform instructional sequencing.

- Since Fresno Unified started the semester with online distance learning, PLCs share and compile data 2x a week using Microsoft Teams to generate next steps. The data collected from common formative assessment is analyzed collaboratively in PLCs utilizing a cycle of inquiry that engages teachers in instructional dialog about the team's next instructional steps. Teams meet during their PLC time from 8:00-9:00 am, which has been embedded in our master schedule. On days the team is not scheduled to meet this time also allows for student tutorial or department meetings.
- Our school wide focus has been on utilizing checking for understanding strategies to help assess students in the moment and adjust teaching to address student needs. Professional learning workshops developed and presented by teachers in the ILT with the topics of Understanding Rigor, Creating Collaborative Structures, Using Technology for Engagement and Collaboration, and Supporting English Learners. Follow up conversations and common strategies have been implemented in PLCs.
- PLC's continue to plan/collaborate common formative assessments aligned to focus standards followed by reviewing data to plan for effective RTI for their classes.
- PLC's and Lead Teachers conduct CCI process once per quarter to monitor student progress and identify instructional needs.
- Departments differentiate instruction based on results of assignments or assessments. Lessons include use of front-loading strategies, re-engagement, re-teaching, collaborative learning, or enrichment strategies.
- Before Covid-19, our site focus was common content grading. We are still working towards that goal, but made the pivot to focus on distance learning strategies to support our staff who in turn support our students.

Growth Area for Continuous Improvement #10:

Create learning environments for students with high expectations and provide professional development that increase opportunities for students to engage in the lesson.

Summary of Progress in Growth Area for Continuous Improvement #10:

- In 2016-17 and 2017-18, professional learning was provided to all teachers for technology. Training and teaching strategies.
 - A team of teachers participated in Microsoft 365 and Microsoft Teams training in 2016-17. That team of teachers were part of the breakout sessions during Teacher Buyback Training in February 2017 (of 2016-17 school year) and August 2017 (of 2017-18 school year) where they trained their teacher colleagues in small groups of 15-20 teachers on how to use Microsoft 365 and Microsoft Teams as well as embed technology into instruction.
- Throughout 2016-17 and 2017-18, site administration also reviewed student achievement data with staff during the monthly professional learning staff meetings where staff were instructed to bring their work issued laptops to the meeting and they were provided the opportunity to retrieve and analyze their own student achievement data (grades, assessments, etc.).
- In 2018-2019 & 2019-2020, Restorative Practices Counselor Rebecca Aleman provided additional professional learning opportunities for teachers follows:
 - Building Positive Student Relationships

- Classroom Management
- De-Escalation Strategies
- Student panel addressing student needs on campus and running staff ice-breaker.
- 2018-2019 & 2019-2020 McLane Climate Culture Team and Vice Principal Lauren Trzeciak reviewed McLane Panorama Survey Results addressing site Climate and Culture data. Information regarding student/staff sense of belonging and collaboration results were shared during staff Buy Back days celebrating school wins and next steps. Climate Culture Teams shared strategies that staff can incorporate in their classrooms along with site instructional focus for the school year.
- Vice Principal Javan Childs addressed site Behavioral Notification Form and Levels of Misbehaviors that streamlines a three-tiered discipline process between student-teacher, student-administration, and administration-teacher-student-parent.
 - Levels of Misbehavior
 - To support the effectiveness of the SRC, and to support teachers in the classroom, McLane went through the process of developing “Levels of Misbehaviors” as a staff to determine agreed upon student actions that warranted specific responses by adults.
 - **Level 1 offense** - Minor misbehaviors that should be corrected at the time and in the setting they occur.
 - Inappropriate use of technology
 - Off-task behavior
 - Non-directed, non-intentional inappropriate language
 - Unprepared for class
 - Tardy
 - Misuse of “out-of-class” pass
 - Dress code
 - **Level 2 offense** - Misbehaviors that should be corrected at the time and in the setting in which they occur, but additional staff is notified of a developing pattern, teacher documents incident in ATLAS & parent is contacted.
 - Repeated level 1 offenses
 - Minor defiance - Refusal to follow reasonable adult direction
 - Prolonged absence from the class period, or walking out
 - Behaviors that may precede, or indicate, potential bullying behavior
 - Inappropriate play
 - **Level 3 offense** - Serious misbehaviors that require immediate removal of student. Teacher calls an emergency line and immediately documents it in ATLAS.
 - Fighting/injury to person
 - Profanity directed at teacher
 - Weapon or illegal substance (possession or suspected use)
 - Sexual harassment
 - Bullying
 - Safety concerns
- 2018-2019 & 2019-2020 McLane Special Education Department, Regional Instructional Manager, School Psychologist and Vice Principal ran teacher small groups addressing importance of IEP’s and locating students IEP At a Glance, differences between accommodations and modifications, academic strategies to support RSP/SDC students and behavior plans.

- At the beginning of the 2019-2020 school year, the campus culture director along with student leadership students led an engagement activity with all teachers. This took place for a few hours on one of the mandatory teacher professional learning (Buyback) days in August before school started. The engagement activity provided teachers with the opportunity to get to know other teacher colleagues from other department/content areas and interact with student leaders at McLane. This engagement activity with all teachers was intentional and helped set the tone for the 2019-2020 school year regarding creating and promoting a campus culture of increased adult-to-student interaction and engagement.
- For the 2019-2020 school year, instructional coach Anita Hatch, McLane's ILT Team along with Vice Principal Karen Streich-Rodgers led professional learning for all staff on Checking for Understanding. The decision to focus on Checking for Understanding derived from trend data collected from classroom walkthroughs and observations using the IPG Tenet 2b – Challenging Content in literacy and math. The data showed that across the board regardless of content area, McLane teachers need training on Checking for Understanding – what it looks like and sounds like in a classroom.

CHAPTER II: STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS



General Background and History

McLane Community Profile

Fresno County has a [population](#) estimated at 994,400 residents. Located in the central valley, Fresno County is the top [agricultural region](#) in the country with sales exceeding \$45 billion in 2017—about 12 percent of all agriculture revenue in the United States. [Major employers](#) in Fresno County include Community Medical Centers, Saint Agnes Medical Center, Fowler Packing, Kaiser Permanente, Alorica, Inc., and Pelco. As of June 2020 the [unemployment rate](#) in Fresno County is 14.6%. High school graduates make up 76.7% of the Fresno County population, while 21.8% have attained a Bachelor’s degree or higher.

While Fresno County is home to nearly one million people, an estimated 392,097 residents live within the [boundary lines](#) for the [Fresno Unified School District](#). A seven-member [Board of Education](#) is elected by voters within Fresno Unified’s boundaries to oversee district students and employees, including the establishment of policies and procedures and an annual budget. [Robert Nelson](#), a former chief of staff and interim superintendent for the district, is currently serving as the Superintendent of Schools after being unanimously selected by the board in September 2017. In November 2018, Veva Islas was elected to serve her fourth four-year term on the FUSD School Board, representing the McLane area.

FUSD is the largest district in Fresno County as it is currently home to 73,428 [students](#) (more than one out of every three students in the county). Even while holding such a large proportion of the population, it can be seen that significant differences exist between the county and the district for a variety of measures.

Demographic, Economic, and Family Data by Population, 2018			
	California	Fresno County	Fresno Unified School District
Median Age	36.7 years	32.5 years	30.9 years
Per Capita Income	\$37,124	\$23,834	\$19,787
Median Household Income	\$75,277	\$52,629	\$41,054
Persons Below Poverty Line	12.8%	21.5%	28.6%
	<i>n</i> = 39,557,045	<i>n</i> = 994,400	<i>n</i> = 392,097

Among those that live in the district area, the median age is 30.9 years (nearly 2 years below the county figure), with 28% of this population under the age of 18. There are approximately 3 persons per household, with a substantial majority of households being renter occupied versus owner occupied (61% of units are renter occupied, compared to the county rate being a slight minority at 49%). Median household income currently rests at \$41,054 (nearly 30% less than the average county household), while per capita income for

the Fresno Unified area is \$19,787 (over \$4,000 less than the average county resident). Consequently, an estimated 28.6% of area residents are currently living below the poverty line (about 1.3 times the rate of Fresno County), with a greater rate of 40% represented among children.

[McLane High School](#), built in 1959, is one of twelve high schools in the Fresno Unified School District, and is the head of a region that also includes two middle schools and ten elementary schools. The McLane [region](#) is located within the central-east area of the district. Buildings on [campus](#) are dedicated in support of specified academic disciplines and physically center around an open outdoor park. The recently renovated gym and football stadium are home to Highlander athletics, but are also used to host schools from around the district. Construction of a new swimming facility was completed in 2020, while renovations to the school library and technology building are currently underway and expected to be completed in 2021.

Ethnicity Percentage by Student Population, 2019-2020				
Ethnicity	California	Fresno County	Fresno Unified School District	McLane High School
Hispanic	54.9%	65.4%	68.6%	72.3%
White	22.4%	16.5%	9.1%	3.4%
Asian	9.3%	9.3%	10.6%	18.2%
Black	5.3%	4.8%	8.1%	4.2%
Native American	0.5%	0.6%	0.5%	0.3%
	<i>n</i> = 6, 163, 001	<i>n</i> = 207, 858	<i>n</i> = 73, 381	<i>n</i> = 1, 806

Subgroup Percentage by Student Population, 2019-2020				
Subgroup	California	Fresno County	Fresno Unified School District	McLane High School
English Learners	18.6%	17.9%	17.9%	22.6%
Foster Youth	0.5%	0.7%	1.0%	0.8%
Homeless Youth	3.2%	0.9%	0.6%	0.6%
Migrant Education	0.8%	1.7%	0.9%	1.1%
Students with Disabilities	11.7%	9.8%	11.3%	14.3%
Socioeconomically Disadvantaged	60.7%	74.9%	87.8%	94.6%
	<i>n</i> = 6, 163, 001	<i>n</i> = 207, 858	<i>n</i> = 73, 381	<i>n</i> = 1, 806

Ethnic makeup of McLane’s student population is predominantly hispanic, as it is for the rest of the district and county. However, McLane is home to substantially less White and Black students and substantially more Asian students than the rest of the district. When considering student subgroups, McLane has an increased student population of english learners and students with disabilities when compared against the rest of the district and county. Also of note is that 94.6% of McLane students are categorized as socioeconomically disadvantaged, which is substantially more than the district and even more so than the county.

Staff Profile

For the 2020-2021 school year, the McLane faculty is made up of 92 teachers, 5 administrators, 7 academic counselors, 7 campus safety assistants, 13 custodians, 12 food service staff, and over 50 other support staff.

McLane Teacher Population Subgroups by School Year						
Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Female	37 45.7%	40 50.0%	44 51.1%	47 54.7%	57 56.4%	58 52.7%
Male	44 54.3%	40 50.0%	42 48.8%	39 45.3%	44 43.6%	52 47.3%
Hispanic	17 21.0%	16 20.0%	20 23.2%	22 25.6%	28 27.7%	32 29.1%
White	51 63.0%	49 61.2%	48 55.8%	46 53.5%	51 50.5%	56 50.9%
Asian	5 6.2%	7 8.7%	10 11.6%	11 12.8%	12 11.9%	13 11.8%
Black	8 9.9%	8 10.0%	8 9.3%	6 7.0%	8 7.9%	8 7.2%
Native American	0 0.0%	0 0.0%	0 0.0%	1 1.2%	2 2.0%	1 0.9%
	<i>n</i> = 81	<i>n</i> = 80	<i>n</i> = 86	<i>n</i> = 86	<i>n</i> = 101	<i>n</i> = 110

Among teachers, experience in the district averages a little over 9 years (median is 6 years), including three first year teachers and five second year teachers. Of these certificated staff, one teacher has an education doctoral degree (Ed.D.), one a degree as a doctor of medicine (M.D.), one a degree as a registered nurse (R.N.), and thirty with Master’s degrees. In regard to recent historical subgroup data, the teaching staff at McLane is split relatively evenly by gender, while ethnicity of teaching staff is predominately white which is notably disproportionate to the student population served.

McLane Staff Positions by School Year						
Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

Teachers in classrooms or specific programs	81 52.9%	80 55.2%	86 54.1%	86 57.0%	84 ---	92 ---
Administrators superintendents, principals, program directors or coordinators, and others	8 5.2%	8 5.5%	8 5.0%	6 4.0%	7 ---	5 ---
Pupil Services counselors, nurses, psychologists, social workers, librarians, speech specialists, and other medical personnel	10 6.5%	8 5.5%	9 5.7%	8 5.3%	8 ---	7 ---
Paraprofessionals Teaching assistants, pupil service aides, library aides, coaches	12 7.8%	10 6.9%	15 9.4%	12 7.9%		
Office/Clerical office managers, secretaries, liaisons	16 10.5%	16 11.0%	16 10.1%	16 10.6%		
Other Classified campus safety, custodians, food service	26 17.0%	23 15.9%	25 15.7%	23 15.2%		
	<i>n</i> = 153	<i>n</i> = 145	<i>n</i> = 159	<i>n</i> = 151		

A number of teachers work in direct support of Career and Technical Education courses overseen by a dedicated, full-time CTE coordinator. Specialized services for technology, instructional planning, curriculum, intervention, advanced placement, and english language development are provided by five teachers on special assignment. Social emotional service is increased through employment of three licensed clinical social workers with credentials in pupil personnel services, and supported by a full-time re-engagement center teacher, a resource counseling assistant, and a school resource officer. Additionally, special education service is increased through employment of multiple paraprofessionals, a school psychologist, and a regional instructional manager.

School Purposes and ACS WASC Accreditation History

The mission of the Fresno Unified School District is preparing college and career-ready graduates. As a Fresno Unified high school, McLane's work is guided by a sense of being part of the system to achieve this mission. FUSD improvement initiatives are derived from the Board of Education Core Beliefs, which consequently guide the educational program at McLane.

Fresno Unified School District Core Beliefs
<p>Student Learning: <i>Every student can and must learn at grade level and beyond.</i></p> <p>High Quality Instruction: <i>Teachers must demonstrate the ability and desire to educate each child at a high level.</i></p> <p>Leadership: <i>Leaders must perform courageously and ethically to accomplish stated goals.</i></p>

Safety:
A safe learning and working environment is crucial to student learning.

Culture:
Fresno Unified is a place where

- *diversity is valued;*
- *educational excellence and equity are expected;*
- *individual responsibility and participation by all is required;*
- *collaborative adult relationships are essential;*
- *parents, students, and the community as a whole are vital partners.*

In addition to the Core Beliefs, the Board of Education developed four district goals that define the path of success for all students. The purpose of these four goals is to give the district direction to improve student outcomes and they serve as a frame for the work at McLane, reminding stakeholders to hold high expectations for every student and for all staff. To accomplish the four district goals, it is expected that all students will be in school, on time, and ready to learn every day.

Fresno Unified School District Goals
<p>Goal 1: All students will excel in reading, writing, and math.</p> <p>Goal 2: All students will engage in arts, activities, and athletics.</p> <p>Goal 3: All students will demonstrate the character and competencies for workplace success.</p> <p>Goal 4: All students will stay in school on target to graduate.</p>

A recent focus of Fresno Unified has been creating greater coherence and opportunity for collaboration between elementary, middle, and high schools within the same regional attendance area. Boundaries were adjusted to create stronger feeder patterns, and programs were regionalized to make it far more likely that groups of students who attend together as elementary students are still together for middle and high school. Across the district, school teams began working together in this regional configuration during the 2012-2013 school year, establishing regional mission, vision, and commitments based on those of the district, allowing work to continue based on these tenants. As a result McLane’s school-wide learner outcomes are a mirror of the regional goals of the district.

McLane Regional Goals, 2019-2020
<p>Goal 1: All students will excel in reading, writing, and math.</p> <ul style="list-style-type: none"> ● EL Reclassification Rate (all grade levels); +16% ● SBAC ELA (Grades 3-8, 11); +7% (41.6%) Meets or Exceeds Standards ● SBAC Math (Grades 3-8, 11); +7% (35.7%) Meets or Exceeds Standards <p>Goal 2: All students will engage in arts, activities, and athletics.</p> <ul style="list-style-type: none"> ● Strengthen regional identity through the implementation of Goal 2 opportunities, regional sports camps, regional events, and school connectedness (ex. spirit wear, transportation, supplies) <p>Goal 3: All students will demonstrate the character and competencies for workplace success.</p> <ul style="list-style-type: none"> ● College and Career Readiness (High School)

- Exposure to Careers (Middle Schools)

Goal 4: All students will stay in school on target to graduate.

- Continue to improve graduation rates by 1%
- Reduce chronic absenteeism by 1%
- Reduce suspensions by 1%

McLane Career Technical Education Learning Outcomes

Academy of Finance and Entrepreneurship

- Students who are proficient in the use of digital tools and technology with focus on the Banking, Finance, and Entrepreneur Industry.
- Demonstration of effective verbal, written and digital communication skills; ability to effectively function in a team format; demonstrates empathetic listening strategies, and focused strategies needed for success in a business environment.
- Proficiency in application of analytical and systematic approaches for problem solving in the challenging environment of the Finance and Banking Industry.
- Leadership, organizational and prioritization strategies for work based projects.
- Strategies for self-reflection and self-analysis skills to continue the development of the student towards self-actualization and life-long professional development.
- Demonstrates characteristics of justice, fairness, and personal responsibility while exuding the qualities of an effective communicator, situational problem solver, people person, with the emotional intelligence necessary for success in foreign and domestic business environment.

Teacher Academy

- Students who are proficient in the use of digital tools and technology with focus on educational and child development.
- Demonstration of effective verbal, written and digital communication skills; ability to effectively function in a team format; demonstrates empathetic listening strategies, and focused strategies needed for success in an educational-related environment.
- Proficiency in application of analytical and systematic approaches for problem solving in the challenging environment in the educational field.
- Organizational and prioritization strategies for work and assigned projects.
- Strategies for self-reflection and self-analysis skills to continue the development of the student towards self-actualization and life-long professional development.
- Demonstrates characteristics of justice, fairness, and personal responsibility while exuding the qualities of compassion, caring and relational capacity necessary for success.

Medical Education and Research Academy:

- Proficiency in the use of digital tools and medical technology with focus on Health Science.
- Demonstration of effective verbal, written and digital communication skills and the ability to effectively function in teams.
- Demonstration empathetic listening strategies, and focused strategies needed for success in a medical-related environment.
- Demonstration of real world problem solving with an emphasis on organizational and prioritization strategies for work and assigned projects that exist in the challenging environment of patient care.

- Implementation of strategies for self-reflection and self-analysis to continue student development towards self-actualization and life-long professional development.
- Internalize characteristics of justice, fairness, and personal responsibility while exuding the qualities of compassion, caring and relational capacity necessary for success.

ArtVenture Academy:

- Students who have completed the ArtVenture Academy Program have gone on to enjoy exciting and fulfilling careers in arts. They find work as animators, architects, art teachers, art therapists, costume, and fashion designers, lighting technicians, makeup artists, muralists, museum curators, photographers, set designers, web designers, and much more.

McLane High School was previously visited regarding an ACS WASC full self-study during the 2014-2015 school year and was awarded a six-term accreditation with a mid-cycle progress report carried out during the 2017-2018 school year. As focus groups from the school submitted their self-study findings, common themes began to emerge. Professional development needs in the continued implementation of the Common Core State Standards were identified by several groups. English learner instruction was also identified for growth by several groups. These two areas were prioritized in their importance. Other prioritized areas related to continued professional learning in specific areas and teacher collaboration using data. The complete list of prioritized areas of growth needs can be found in Chapter I from this report.

LCAP Identified Needs and Description of Goals, Actions, and Services that Apply to the School

McLane hosts an annual [LCAP](#) community advisory meeting in which school and district [goals as well as progress monitoring metrics](#) are shared with community stakeholders. Feedback from community members is captured and used in formulation of school [SPSA](#) goals and aligned actions and budget formulation. McLane also has student representation on a district LCAP advisory board.

School Program Data – Description of Programs

Graduation Requirements

A total of 230 units are required for high school graduation as established by the California Board of Education. Five units are granted for successfully completing each semester of each course in which a student receives a letter grade of D or better. Specific graduation requirements can be found in the Appendix. Of note, 9th grade and 10th grade students are required to complete state-mandated Physical Education participation. Additionally, for all students one year of visual/performing arts or foreign language is required. However, students are encouraged to complete both to meet A-G course requirements, as outlined in the next section.

UC/CSU Eligibility Requirements

To be eligible for University of California (UC) or California State University (CSU) admission, students must earn letter grades of C or better in courses that meet the A-G subject area requirements. This general course of study for McLane High School students to meet A-G requirements is outlined in the following chart.

A-G Subject Areas		Grade 9	Grade 10	Grade 11	Grade 12
A	History/Social Science 2 Years - 20 Credits	AP Human Geo	Mod World Hist AP World Hist: Mod	U.S. His AP U.S. Hist	Gov/Econ AP Macro
B	English 4 Years - 40 Credits	English I	English II	English III AP Lang & Comp	ERWC AP Lit & Comp
C	Mathematics 3 Years - 30 Credits 4 Years Recommended	Algebra I Geometry Algebra II	Geometry Algebra II Trigonometry	Algebra II Trigonometry AP Calculus	Trigonometry AP Calculus AP Statistics
D	Laboratory Science 2 Years - 20 Credits 4 Years Recommended	Biology	Chemistry Physics	Physiology Env Science AP Chemistry	Physiology Env Science AP Biology
E	Foreign Language 2 Years - 20 Credits 3 Years Recommended	Spanish I, II, III; Spanish Native I, II; AP Spanish Language and Culture; AP Spanish Literature and Culture; Hmong Heritage I, II			
F	Visual & Performing Arts 1 Year - 10 Credits	Art I, II; Drawing II, III; Painting II; Ceramics I, II; Art Appreciation & Applied Arts; AP 2-D Art and Design; Video Production; Cinematography; Multimedia; Theater I, II, III, IV Piano I, II; Chamber Choir; Concert Choir Beginners, Advanced; Concert Band; Symphonic Orchestra; Percussion Ensemble			
G	College Prep Electives 1 Year - 10 Credits	Journalism I; Restorative Justice; Principles of Leadership; Environmental Science; AP Psychology; Applied Medical Sciences; Health: Prevention, Nutrition, Fitness; Medical Health Careers; WBL Clinical & Administrative Health Careers; Entrepreneurship & Marketing; Personal Finances; Banking & Finance; Banking Internship; Small Business Management; Educational Psychology; Intro to Education			
	Physical Education 2 Years - 20 Credits	Physical Education Level I, II; Athletic PE; Cross-Age PE; Marching Band; Pipers & Dancers; Folkloric Dance Beginners; International Dance: Hmong			
	Electives 4 Years - 40 Credits	Junior ROTC I, II, III, IV; Men's Alliance; Women's Alliance; Yearbook I, II; Peer Helpers; Library Instruction; WBL Virtual Enterprise			

Career Technical Education (CTE) Pathways

The office of College and Career Readiness of Fresno Unified implemented Linked Learning Career Pathways during the 2014-2015 school year. On our site, these [career pathways](#) function like individual schools with autonomy over decisions and practices, while, at the same time maintaining cohesiveness with the overall

McLane program. They provide a well-rounded [experience](#) for students with a curriculum that is rigorous and relevant. Currently, there are four career pathways that students can participate in.

<p>Medical Education & Research Academy (MERA)</p> <p><i>The MERA pathway is a four year program that serves McLane students from grade 9 through 12. Certified by the National Academy Foundation (NAF), this pathway focuses on health science with an emphasis in patient care. Students in this pathway will attain the necessary skills for success in the patient care environment, while having opportunities to experience hands-on projects and interact with healthcare and medical professionals. They will also earn industry certifications as well as be involved in valuable internships. Additionally, students have opportunities to educate and present relevant information to the public and to youth, and be provided with ongoing exposure to a high-level, rigorous curriculum through pathway course progression and a work-based learning continuum.</i></p>			
<p>MERA pathway students have the opportunity to participate in and/or earn the following:</p> <ul style="list-style-type: none"> ● Stop the Bleed Certification ● ServSafe Certification ● OSHA-10 in HealthCare Certification ● Medical Assisting Certification ● Paid internships with Fresno EOC and NAF ● CTSO Participation with HOSA ● College credits through Fresno City Dual Enrollment courses: <ul style="list-style-type: none"> ○ HIT-10: Medical Terminology ○ MA-1: Legal and Ethical Concepts ○ ENGL-1A: Reading and Writing Comp 		<p>MERA pathway business partners include:</p> <ul style="list-style-type: none"> ● Veterans Affairs Medical Center, Fresno ● CalVETS, Fresno ● The Terraces at San Joaquin Garden ● Community Regional Medical Center ● Valley Children’s Hospital, Central Valley ● Fresno Economic Opportunities Commission ● Fresno City College 	
<p>MERA Pathway Course Progression</p>			
<p>9th Grade Courses</p>	<p>10th Grade Courses</p>	<p>11th Grade Courses</p>	<p>12th Grade Courses</p>
<p>English I; Biology; Applied Medical Science</p>	<p>English II; Applied Chemistry & Biotechnology UCCI; Health: Prevention, Nutrition, and Fitness</p>	<p>English III; Anatomy & Physiology; Medical Health Careers</p>	<p>ERWC; AP Biology or AP Physiology; WBL Clinical & Administrative Health Careers</p>

<p>Academy of Finance & Entrepreneurship (AFE)</p> <p><i>The AFE pathway is a four year program that serves students from grade 9 through 12. This pathway focuses on two areas - Small Business and Entrepreneurship and Banking and Finance. Students in this pathway will develop a moral compass who will exhibit the qualities of integrity, interpersonal communication, industry competency, compassion, and emotional intelligence with a passion for customer service and financial literacy. Students in this pathway also have opportunities to experience hands-on projects and interact with businesses from financial institutions as well as local, statewide, and nationwide corporations. They will also earn industry certifications as well as being involved in valuable internships. In addition, students have opportunities to educate and present relevant information to the public and to youth, and be provided with ongoing exposure to a high-level, rigorous curriculum through pathway course progression and work-based learning continuum.</i></p>	
<p>AFE pathway students have the opportunity to participate in and/or earn the following:</p> <ul style="list-style-type: none"> ● Financial Literacy Certification ● IC3 Core Digital Literacy Certification ● Microsoft Office System Certification ● OSHA-10 in General Industry ● Union Bank Teller Certification Series 	<p>AFE pathway business partners include:</p> <ul style="list-style-type: none"> ● MUFG Union Bank ● Junior Achievement ● Pacific Western Bank ● Fresno City College ● Fresno State’s Lyles Center for Innovation and Entrepreneurship

<ul style="list-style-type: none"> • Access to internship opportunities such as Union Bank McLane High Branch, Junior Achievement, and Farmers Insurance. • CTSO Participation with the Future Business Leaders of America (FBLA) • College credits through Fresno City College Dual Enrollment courses: <ul style="list-style-type: none"> ○ BT-24: Microsoft Excel ○ BT-131: Bookkeeping Fundamentals ○ ENGL-1A: Reading and Writing Composition • College Credits through Fresno State Unitrack in Small Business 	
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AFE Pathway Course Progression

9 th Grade Courses	10 th Grade Courses	11 th Grade Courses	12 th Grade Courses
English I; Biology; Multimedia	English II; World History by Design UCCL; Business Marketing	English III; US History; Small Business Mgmt or Personal Finance	ERWC; Gov/Econ; WBL Virtual Enterprise or Banking & Finance and Banking Internship

ArtVenture Academy (AV)

The AV pathway is a three year program that serves students from grade 10 through 12. This pathway focuses on Arts, Media, and Entertainment with an emphasis in Production and Managerial Arts. Students in this pathway will attain the necessary skills for success in the field of video production, live broadcasting, and directing. Students in this pathway also have opportunities to experience hands-on projects and interact with local and state businesses partners from the digital media, arts, and design industry. They will also earn industry certifications as well as being involved in valuable internships. In addition, students have opportunities to educate and present relevant information to the public and to youth, and be provided with ongoing exposure to a high-level, rigorous curriculum through pathway course progression and work-based learning continuum.

AV pathway students have the opportunity to participate in and/or earn the following:

- IC3 Core Digital Literacy Certification
- Adobe Certification
- OSHA-10 in General Industry
- Access to internship opportunities at CMAC
- College credits through Fresno City College Dual Enrollment courses:
 - GRC-27: Digital Video Production
 - ENGL-1A: Reading and Writing Composition

AV pathway business partners include:

- Community Media Access Collaborative (CMAC)
- Fresno Art Museum
- Fresno Art Council
- Fresno City College
- Fresno Pacific University

AV Pathway Course Progression

9 th Grade Courses	10 th Grade Courses	11 th Grade Courses	12 th Grade Courses
	English II; Modern World History; Art Appreciation & Applied Arts	English III; Art II; Video Production	ERWC; AP Studio Art; Cinematography

Teacher Academy (TA)
The TA pathway is a three year program that serves students from grade 10 through 12. This pathway focuses on education and teaching. Students in this pathway will attain the necessary skills for success in the field of teaching, counseling, and paraprofessionals. Students in this pathway also have opportunities to experience hands-on projects and interact with the school district and other local educational institutions in the Fresno County area. They will also earn industry certifications as well as being involved in valuable internships. In addition, students have opportunities to educate and present relevant information to the public and to youth, and be provided with ongoing exposure to a high-level, rigorous curriculum through pathway course progression and work-based learning continuum.

<p>TA pathway students have the opportunity to participate in and/or earn the following:</p> <ul style="list-style-type: none"> ● Paraeducator Certification (formerly known as the NCLB Certification) ● CBEST ● CPR/First Aid Certification ● OSHA-10 in General Industry ● Access to internship opportunities within Fresno Unified School and California Teaching Fellows ● CTSO Participation with the Family, Career and Community Leaders of America (FCCLA) ● College credits through Fresno City College Dual Enrollment courses: <ul style="list-style-type: none"> ○ CHDEV-1: Principles of Teaching Young Children ○ EDUC-30: Introduction to Teaching ○ ENGL-1A: Reading and Writing Composition 	<p>TA pathway business partners include:</p> <ul style="list-style-type: none"> ● Fresno Unified School District ● California Teaching Fellows ● Fresno City College
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TA Pathway Course Progression			
9 th Grade Courses	10 th Grade Courses	11 th Grade Courses	12 th Grade Courses
	Cross-Age PE	Educational Psychology	Introduction to Education

The Center for Advanced Research and Technology (CART)

[CART](#) is a high school that is operated by both Fresno Unified and Clovis Unified school districts. Throughout the school boundaries of both districts, 11th and 12th grade students attend a half-day program of career-oriented classes. McLane students who choose to participate are bused to CART for either a morning or afternoon session. CART allows students to access career pathways that McLane does not offer such as Biomedicine, Law and Order and Policy, Forensic Research and Biotechnology, Engineering and Product Management, among others. McLane currently has 63 students enrolled in CART programs.

Advanced Placement (AP) Courses

Advanced Placement courses allow students an opportunity to experience college-level content while those students are still in high school. These courses also allow students to earn college credit and placement by reaching established marks on each courses’ respective exams. For the 2020-21 school year, fourteen AP

courses at McLane have been established to allow students the opportunity at each grade level to manageably participate in advanced coursework. Towards this end, specific courses have been selected as offerings at each grade level, while other courses can be taken when appropriate (see table).

McLane Advanced Placement (AP) Courses Offered by Grade Level		
	Core Content <i>Intended to be offered at specific grade level</i>	Elective Content <i>Intended to be offered when appropriate, at any grade level</i>
Grade 9	AP Human Geography	AP 2D Art and Design AP Psychology AP Spanish Language and Culture AP Spanish Literature and Culture
Grade 10	AP World History: Modern	
Grade 11	AP Chemistry AP English Language and Composition AP United States History	
Grade 12	AP Biology AP Calculus AB AP English Literature and Composition AP Macroeconomics	

AP Scholar Criteria	
Award	Criteria
AP Scholar	Granted to students who receive scores of 3 or higher on three or more AP Exams.
AP Scholar with Honor	Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.
AP Scholar with Distinction	Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.
National AP Scholar	Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams.

Online Instruction

Prior to school closures during March 2020, McLane offered online instruction to students who were behind in credits toward graduation through the district’s alternative education department. Teachers from JE Young High School (an alternate education site) were placed at McLane to provide credit recovery classes embedded within student schedules.

Online learning on a school-wide scale began in April 2020 when all teachers and students at McLane (and Fresno Unified) were required to participate in online learning due to the COVID-19 pandemic. Virtual class meetings initially were held using the ZOOM application, but security concerns and functionality issues led to the district moving operations to the Microsoft Teams platform. Teachers began utilizing Microsoft Teams to

hold virtual class meetings providing live instruction. However, district guidelines required that all instruction be based on third quarter standards and graded as either supplemental credit or enrichment. Students satisfied with their third quarter grade had the option of not completing any work with no penalty, while students who continued completing assignments could only see an increase in their class grade. Students still needing to recover credit at the conclusion of the 2019-2020 school year were encouraged to participate in summer school, which was held entirely online utilizing the Edgenuity Platform.

For the onset of the 2020-2021 school year, Fresno Unified continues to deliver all instruction virtually, utilizing the Microsoft Teams platform. All high schools are on a block schedule with classes beginning at 9:00 AM and ending at 12:30 PM. Student support time is built into the instructional day from 1:15-2:15 PM. The block schedule is continuous with odd/even class period alternating days. For each class period, teachers provide synchronous instruction for 45 minutes until students work asynchronously for an additional 35 minutes.

To further support student students and parents keeping track of their past, present, and future assignments, the McLane website has established a Week at a Glance (WAG's) page for each subject and/or teacher. These documents, which provide details outlining weekly expectations for each course, are available to all students and parents. Additionally, the McLane website has also been updated to include helpful resources and directions for how to access online learning tools.

Support Programs, Actions, and Services for High Need Students

The purpose of the [School Plan for Student Achievement](#) (SPSA) 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 Learning Continuity and Attendance Plan 2020-21(LCAP) 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. McLane uses Title 1 and LCFF funding to provide a Resource Center Assistant (RCA) in the Re-Engagement Center to support Tier 2 and Tier 3 student needs. Funds are also used to support two Bilingual Home School Liaisons who provide support for our MTSS Teams and for Spanish and Hmong speaking students and parents. Site funding also supports McLane's parent initiative providing support for parent meetings such as childcare, materials, translation support, community connection efforts, and parent classes around family communication and connection to school.

English Learner Student Population by School Year						
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
McLane High	406 / 1,805	391 / 1,774	406 / 1,794	406 / 1,772	433 / 1,812	408 / 1,806
Fresno Unified	18,087 / 73,543	16,439 / 73,460	15,480 / 73,356	15,082 / 73,455	13,554 / 73,249	13,116 / 73,381
Fresno County	45,033 / 199,366	43,411 / 200,333	41,707 / 202,221	40,623 / 204,418	38,861 / 206,418	37,237 / 207,858

California	1,392,279 / 6,235,520	1,373,724 / 6,226,737	1,332,405 / 6,228,235	1,271,150 / 6,220,413	1,195,988 / 6,186,278	1,148,024 / 6,163,001
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McLane has consistently maintained a significant proportion of English Learners. As is present in state and district trends, the number of newcomers continues to decrease while the number of [long-term](#) english learners increases. In order to address this concern McLane has continued to expand a robust ELL school program. Since the last midterm visit, McLane has utilized funds to establish an english language learner coordinator to help with targeting and implementing strategies towards creating more redesignated fluent english proficient ([RFEP](#)) students. Additionally, McLane has hired a math teacher certified to teach Spanish Algebra and Geometry. In collaboration with a teacher for EL English courses, students who have less than five years of education in the U.S. or have not yet been redesignated as fluent in English are appropriately placed in ELA and Math courses where there is language support.

There has also been Professional Learning dedicated to EL strategies, monitoring, incorporating Academic Discourse for EL students and understanding the ELD Standards. The district adopted curriculums in English, Math, SS/History, Chemistry, and Biology to provide teachers with additional instructional support to scaffold EL student learning. The afterschool program provides tutoring in core subjects and there is a dedicated teacher providing after school academic support to students in our Migrant program.

All teachers have been trained in unpacking California ELD Standards and Sheltered Instructional Observation protocol (SIOP) strategies to help give teachers the skills to better support english learner students and help them move toward building english fluency and redesignation. Teachers were also provided with an opportunity to attend a summer institute training on California ELD standards and SIOP. Professional learning commitments for the site continue to include providing additional training in California ELD standards and SIOP strategies.

[ELPAC](#) scores are used to develop cohorts of students for the purpose of academic chats, goal setting, and testing. Goal setting consists of current academic goals as well as redesignation goals, while testing is used for appropriate course placement to reach academic and proficiency growth.

English Language Development (ELD) Supports by Cohort	
Newcomers	Content-based ELD Content area instruction using SDAIE methodologies Content area SDAI courses Daily ELD
Long-Term English Learners	ELD Instruction using SDAIE strategies Primary language support/tutoring
All Students	Integrated and designated ELD Primary language support, bilingual aide Migrant program tutor in core courses Teacher tutoring, after school tutoring

	Goal setting
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According to the California School Dashboard, the percent of students considered socioeconomically disadvantaged is 93.8% (2019-2020 school year). McLane currently serves 100% free and reduced lunches to the entire student population. This percentage has decreased over the past three years. During the current 2020-2021 school year, due to distance learning, meal distribution looks different. All students are still eligible to receive breakfast and lunch, but must pick up both of them in the morning at a set location before the school day starts. Projected numbers for the year estimate 1,806 students (94.6%) will receive these meals.

Socioeconomically Disadvantaged Student Population by School Year						
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
McLane High	1,722 / 1,805	1,700 / 1,774	1,741 / 1,794	1,670 / 1,772	1,700 / 1,812	1,709 / 1,806
Fresno Unified	62,937 / 73,543	63,537 / 73,460	64,406 / 73,356	64,720 / 73,455	64,042 / 73,249	64,413 / 73,381
Fresno County	145,339 / 199,366	150,195 / 200,333	149,509 / 202,221	153,412 / 204,418	154,965 / 206,418	155,759 / 207,858
California	3,764,433 / 6,235,520	3,768,815 / 6,226,737	3,723,178 / 6,228,235	3,827,352 / 6,220,413	3,766,007 / 6,186,278	3,741,775 / 6,163,001

McLane has established several programs to provide support for all students, including the needs of our students who are socio-economically disadvantaged. McLane has an extensive afterschool program, which provides academic tutoring and enrichment opportunities. Students receive a nutrition snack during the afterschool program. Students do not have to pay for the AP, PSAT, and SAT tests. Through a district initiative, all students have the option to take home a tablet/laptop that has the digital curriculum applications automatically uploaded. In March of 2020, McLane began a redistribution of site tablets/laptops to provide students with a district issued device to utilize with mandated distance learning. Beginning in March of 2020, students have the option of requesting a WiFi hotspot so that students have access to the internet and digital curriculum at home. Starting in October of 2020, small cohorts of some of our highest risk students (Foster, Homeless, SPED) have been coming on campus to have a safe space with internet and supervision while they participate in distance learning.

McLane is a Schoolwide Title 1 (SWP), due to the high percentage of low-income students. As a schoolwide program, the school utilizes Title 1 funds in a comprehensive manner for all students. The school site completes a comprehensive needs assessment to identify needs and creates a plan to support academic growth for low-performing students through the SPSA process.

McLane High School has a shared time Social Worker/Project ACCESS counselor. Project ACCESS was developed to encourage positive changes in student emotional well-being, which may contribute to their overall academic success. The goal of Project ACCESS is to improve student academic achievement, attendance, and decrease the number of misbehaviors which may contribute to suspensions and expulsions.

As part of the project, a clinical school social worker (CSSW) provides a variety of interventions including but not limited to comprehensive case management services to students identified as high-risk homeless and foster youth. CSSWs support students throughout transitional moves from middle school to high school and any move within Fresno Unified during the school year. Project ACCESS currently has twelve clinical school social workers (CSSW) and two academic counselors that are assigned to all students who are enrolled in the program to ensure their social emotional and academic needs are met and to provide additional support.

Each student identified for Project ACCESS receives an intake assessment by a CSSW to identify the level of need (mental health: provided onsite as well as referrals to community-based partners; resources: clothing, shoes, hygiene products, school supplies, food, housing, etc.). Following this assessment, Project ACCESS students remain on the CSSW’s caseload and are provided with the following services: individual counseling, group counseling, intensive care management, and/or case management. These students are also provided with vouchers for extracurricular involvement.

Foster Student Population by School Year						
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
McLane High	11 / 1,805	14 / 1,774	19 / 1,794	23 / 1,772	19 / 1,812	14 / 1,806
Fresno Unified	737 / 73,543	709 / 73,460	638 / 73,356	652 / 73,455	727 / 73,249	746 / 73,381
Fresno County	1,422 / 199,366	1,458 / 200,333	1,343 / 202,221	1,414 / 204,418	1,445 / 206,418	1,504 / 207,858
California	44,977 / 6,235,520	43,356 / 6,226,737	37,715 / 6,228,235	34,426 / 6,220,413	33,563 / 6,186,278	33,340 / 6,163,001

Migrant Student Population by School Year						
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
McLane High	6 / 1,805	20 / 1,774	22 / 1,794	29 / 1,772	35 / 1,812	20 / 1,806
Fresno Unified	322 / 73,543	495 / 73,460	527 / 73,356	623 / 73,455	705 / 73,249	636 / 73,381
Fresno County	3,305 / 199,366	3,479 / 200,333	3,266 / 202,221	3,222 / 204,418	3,507 / 206,418	3,617 / 207,858
California	57,461 / 6,235,520	55,482 / 6,226,737	52,501 / 6,228,235	48,636 / 6,220,413	47,055 / 6,186,278	47,400 / 6,163,001

Homeless Student Population by School Year						
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

McLane High	59 / 1,805	85 / 1,774	76 / 1,794	53 / 1,772	46 / 1,812	10 / 1,806
Fresno Unified	1,648 / 73,543	1,996 / 73,460	1,755 / 73,356	1,684 / 73,455	1,670 / 73,249	425 / 73,381
Fresno County	2,831 / 199,366	3,474 / 200,333	3,394 / 202,221	3,308 / 204,418	3,164 / 206,418	1,880 / 207,858
California	167,909 / 6,235,520	191,008 / 6,226,737	202,578 / 6,228,235	204,085 / 6,220,413	207,677 / 6,186,278	194,709 / 6,163,001

The Fresno Unified Governing Board believes that all children should have the opportunity to receive appropriate educational services. All children residing within the district shall have immediate access to district schools and services, including enrollment. Children identified as homeless under the federal McKinney-Vento Act have certain educational rights. Children living in foster care receive similar rights under state law AB490. Homeless children and children living in foster care shall be admitted with or without a permanent address. When feasible, they shall remain in the “school of origin,” or the school that the child attended when permanently housed, or the school in which the child was last enrolled. In some cases, homeless and foster youth can qualify for an exemption from the district graduation requirements and earn their diploma with modified requirements under AB167.

Special Education Services

Student Population with Disabilities by School Year						
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
McLane High	241 / 1,805	201 / 1,774	215 / 1,794	245 / 1,772	265 / 1,812	258 / 1,806
Fresno Unified	6,657 / 73,543	6,820 / 73,460	7,108 / 73,356	7,539 / 73,455	7,932 / 73,249	8,263 / 73,381
Fresno County	16,635 / 199,366	17,070 / 200,333	18,061 / 202,221	19,013 / 204,418	19,944 / 206,418	20,465 / 207,858
California	641,798 / 6,235,520	661,572 / 6,226,737	679,525 / 6,228,235	703,977 / 6,220,413	725,412 / 6,186,278	721,198 / 6,163,001

Last year, 2019-2020, the total number of students in Special Education at McLane has risen to just over 250 students. Whereas six years ago Mild to Moderate case managers had an average of 15-18 students on their caseload, case managers now have an average of 25-30 students on their caseload. This year, 2020-2021, we have over 298 students in our Special Education programs.

Special Education case workers and counselors communicate with parents regularly and invite them to attend IEP and 504 meetings. Parent surveys are sent home to gather data about parent satisfaction and to provide parents with a platform for feedback to the school. McLane regularly uses social media, the Remind

application, teachers' websites, and other online platforms to engage parents with important information that impacts their children and families.

SPED Programs Offered	Description of Program
Mild/Moderate (Diploma Track)	<ul style="list-style-type: none"> · Students fully included in general education courses with general education co-teaching class <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> · Core academic courses taught by special education teacher, and students included in general education elective courses and Physical Education
Moderate/Severe	<ul style="list-style-type: none"> · Alternative learning program standards (ALPs) · Alternative curriculum · Certificate of attendance · Inclusive physical education
Emotional Intervention; ED - Emotionally Disturbed (Diploma Track)	<ul style="list-style-type: none"> · Students fully included in general education courses, if applicable · Students in general education courses with co-teaching class, if applicable · Core academic courses taught by special education teachers, if applicable · Students have one period of study skills/emotional intervention curriculum · Students have access to emotional intervention support center
Autism Support (Diploma Track)	<ul style="list-style-type: none"> · Students fully included in general education courses with general education co-teaching class <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> · Core academic courses taught by special education teacher, and students included in general education elective courses and Physical Education · Students have access to support center with special education teacher for academic and social needs · One period of study skills with autism teacher

Demographic Data

Socioeconomic Status

Data available suggests that while nearly three out of four adults over the age of 25 within the Fresno Unified boundaries graduated from high school, only about one out of three from this population went on to attend college, and, consequently, less than 20% have gone on to graduate from a college earning a bachelor's degree. Though significantly lower than the state, these graduate outcomes are relatively aligned to those which include the rest of Fresno County.

Education Data by Population, 2019			
	California	Fresno County	Fresno Unified School District
Not a High School Graduate	16.0%	23.4%	25.8%
High School Graduate	83.8%	76.7%	74.7%
Some College (includes AA degree)	28.4%	32.7%	31.7%
Bachelor's Degree	34.2%	21.8%	18.2%
Post-Graduate	13.1%	7.3%	5.9%
	<i>n</i> = 39, 557, 045	<i>n</i> = 994, 400	<i>n</i> = 392, 097

Student Population Eligible for Free & Reduced Meals by School Year						
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
McLane High	93.9% <i>n</i> = 1, 805	94.0% <i>n</i> = 1, 774	95.8% <i>n</i> = 1, 794	91.7% <i>n</i> = 1, 772	91.8% <i>n</i> = 1, 812	93.0% <i>n</i> = 1, 806
Fresno Unified	84.9% <i>n</i> = 73, 543	85.8% <i>n</i> = 73, 460	87.4% <i>n</i> = 73, 356	87.6% <i>n</i> = 73, 455	86.9% <i>n</i> = 73, 249	87.4% <i>n</i> = 73, 381
Fresno County	71.7% <i>n</i> = 199, 374	74.0% <i>n</i> = 200, 334	72.9% <i>n</i> = 202, 230	74.2% <i>n</i> = 204, 421	74.3% <i>n</i> = 206, 423	74.2% <i>n</i> = 207, 861
California	58.6% <i>n</i> = 6, 236, 439	58.9% <i>n</i> = 6, 227, 268	58.1% <i>n</i> = 6, 228, 762	60.1% <i>n</i> = 6, 220, 826	59.4% <i>n</i> = 6, 186, 628	59.3% <i>n</i> = 6, 163, 338

McLane serves an exceedingly disproportionate population that qualifies for free and reduced meals based on socio-economic status. In recent years and particularly for the 2019-20 school year, 93.0% of students were eligible which is a slightly higher proportion than Fresno Unified and a significantly higher proportion than Fresno County. This eligibility has meant that one-hundred percent of McLane students have been allowed to participate in a free breakfast and lunch program.

Student Enrollment

McLane High School Grade Level Student Enrollment by School Year							
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Grade 9	453 25.1%	524 29.5%	560 31.2%	547 30.9%	535 29.5%	496 27.5%	600 30.8%
Grade 10	445 24.7%	429 24.2%	476 26.5%	500 28.2%	488 26.9%	485 26.9%	494 25.4%

Grade 11	457 25.3%	414 23.3%	388 21.6%	387 21.8%	423 23.3%	433 24.0%	451 23.2%
Grade 12	450 24.9%	407 22.9%	370 20.6%	338 19.1%	366 20.2%	392 21.7%	400 20.6%
	<i>n</i> = 1,805	<i>n</i> = 1,774	<i>n</i> = 1,794	<i>n</i> = 1,772	<i>n</i> = 1,812	<i>n</i> = 1,806	<i>n</i> = 1,945

McLane High School Student Gender Enrollment by School Year							
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Female	851 47.1%	863 48.6%	855 47.7%	847 47.8%	861 47.5%	847 46.9%	918 47.2%
Male	954 52.9%	911 51.4%	939 52.3%	925 52.2%	951 52.5%	959 53.1%	1027 52.8%
	<i>n</i> = 1,805	<i>n</i> = 1,774	<i>n</i> = 1,794	<i>n</i> = 1,772	<i>n</i> = 1,812	<i>n</i> = 1,806	<i>n</i> = 1,945

Enrollment at McLane has remained relatively consistent at about eighteen-hundred overall students during each of the previous six years. A substantial increase in enrollment is noticeable when considering the data provided for the 2020-21 school year, though this can be attributed to the data being taken directly from site resources during the first week of the current school year and data from previous years was collected from a secondary source likely through a different methodology.

Consistently the ninth grade has held the majority of students from each year, accounting for an average close to 30% of the student body, while there tends to be a steady decline in students as grade levels increase. In regards to gender, male students have outnumbered female students each of the past seven years, but the gap between these groups is minimal and would not suggest a significant disproportion.

McLane High School Ethnicity Student Enrollment by School Year							
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
African American	141 7.8%	137 7.7%	126 7.0%	105 5.9%	87 4.8%	76 4.2%	98 5.0%
American Indian or Alaska Native	9 0.5%	7 0.4%	5 0.3%	3 0.2%	5 0.3%	5 0.3%	9 0.5%
Asian	341 18.9%	330 18.6%	337 18.8%	348 19.6%	337 18.6%	329 18.2%	332 17.1%
Filipino	2 0.1%	3 0.2%	1 0.1%	1 0.1%	0 0.0%	2 0.1%	0 0.0%
Hispanic or Latino	1,222 67.7%	1,212 68.3%	1,241 69.2%	1,217 68.7%	1,298 71.6%	1,306 72.3%	1,424 73.2%
Pacific Islander	5 0.3%	5 0.3%	8 0.4%	8 0.5%	8 0.4%	8 0.4%	5 0.3%

White	73 4.0%	67 3.8%	63 3.5%	75 4.2%	62 3.4%	61 3.4%	77 4.0%
Two or More Races	11 0.6%	13 0.7%	13 0.7%	15 0.8%	15 0.8%	19 1.1%	- %
	<i>n</i> = 1,805	<i>n</i> = 1,774	<i>n</i> = 1,794	<i>n</i> = 1,772	<i>n</i> = 1,812	<i>n</i> = 1,806	<i>n</i> = 1,945

McLane High School English Learner Primary Language Student Enrollment by School Year							
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Spanish	271 66.8%	272 69.6%	285 70.2%	287 70.7%	321 74.1%	299 73.3%	337 72.9%
Hmong	111 27.3%	95 24.3%	92 22.7%	90 22.2%	81 18.7%	77 18.9%	80 17.3%
Lao	6 1.5%	8 2.1%	9 2.2%	11 2.7%	11 2.5%	11 2.7%	19 4.1%
Khmer (Cambodian)	10 2.5%	10 2.6%	9 2.2%	6 1.5%	6 1.4%	8 2.0%	7 1.5%
Arabic	3 0.7%	2 0.5%	3 0.7%	5 1.2%	5 1.2%	4 1.0%	6 1.3%
Thai	0 0.0%	1 0.3%	0 0.0%	1 0.3%	2 0.5%	3 0.7%	3 0.6%
Mixteco	2 0.5%	2 0.5%	4 1.0%	2 0.5%	4 0.9%	3 0.7%	6 1.3%
Ilocano	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.3%	1 0.2%
Mandarin (Putonghua)	0 0.0%	0 0.0%	0 0.0%	2 0.5%	1 0.2%	0 0.0%	0 0.0%
Armenian	0 0.0%	0 0.0%	0 0.0%	1 0.3%	0 0.0%	0 0.0%	0 0.0%
Vietnamese	1 0.3%	0 0.0%	1 0.3%	0 0.0%	0 0.0%	0 0.0%	1 0.2%
Korean	0 0.0%	0 0.0%	1 0.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Bengali	1 0.3%	1 0.3%	1 0.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Other	0 0.0%	0 0.0%	1 0.3%	1 0.3%	2 0.5%	2 0.5%	2 0.4%
	<i>n</i> = 406	<i>n</i> = 391	<i>n</i> = 406	<i>n</i> = 406	<i>n</i> = 433	<i>n</i> = 408	<i>n</i> = 462

The student population at McLane somewhat mirrors the ethnic makeup of the local community (see Table Ch2A). For the 2020-21 school year, the student population was 73.2% Hispanic or Latino, 17.1% Asian, 5.0% African American, 4.0% White, and less than 1% other ethnicities. As can be expected, the primary language of our english learner student population is 72.9% Spanish and 17.3% Hmong, suggesting that primary language seems dependent on the proportions of our ethnic makeup.

McLane High School Focused Program Student Enrollment by School Year							
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
CTE			389 21.7%	637 35.9%	690 38.1%	681 37.7%	821 42.2%
Advanced Placement	534 29.6%	507 28.6%	489 27.3%	443 25.0%	467 25.8%	510 28.2%	402 20.7%
SPED	241 13.4%	201 11.3%	215 12.0%	245 13.8%	265 14.6%	258 14.3%	298 15.3%
	<i>n</i> = 1,805	<i>n</i> = 1,774	<i>n</i> = 1,794	<i>n</i> = 1,772	<i>n</i> = 1,812	<i>n</i> = 1,806	<i>n</i> = 1,945

In 2018-2019, McLane’s [enrollment](#) was 1,812 students and the enrollment for Fresno Unified was 73,455 students (Education Data Partnership). McLane is a schoolwide Title I program school. Our student population includes 72.3% Hispanic students, 4.2% African American students, 3.4% White students, and 18.2% Asian students. While our Asian and white student populations have remained consistent, our African American student population has decreased about 3% in the past five years and our Hispanic student population has increased 5%. Our student enrollment by gender is mainly even with male students representing 53.1% of the population and female students representing 46.9%. Overall student enrollment has gone up, with the most noticeable increase being in 9th grade. Our freshmen population has grown significantly over the past few years from 550 to over 600 students.

Language Proficiency Data

McLane High School currently has 460 English Learners, which is an increase from the previous year of 408 students. English Learners make up 22.6% of our student population. As of February 2020, 6.2% of our school population are redesignated English Learners.

McLane High School Student English Language Proficiency by School Year							
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
English Learners	406 22.5%	391 22.0%	406 22.6%	406 22.9%	433 23.9%	408 22.6%	460 24.1%
Fluent - English Proficient (FEP)	630 34.9%	641 36.1%	663 37.0%	663 37.4%	676 37.3%	685 37.9%	608 31.88%

Redesignated FEP (R-FEP)	7 1.6%	46 11.3%	44 11.3%	41 10.1%	23 5.7%	27 6.2%	TBD %
	<i>n</i> = 1,805	<i>n</i> = 1,774	<i>n</i> = 1,794	<i>n</i> = 1,772	<i>n</i> = 1,812	<i>n</i> = 1,806	<i>n</i> = 1,945

Data on Addressing the Eight State Priorities

LCFF Priority #1 – Basics (Teachers, Instructional Materials, Facilities)

In addressing this state priority, McLane’s aim is to have fully credentialed and appropriately assigned teachers in all subject areas. Fresno Unified has ensured that all veteran teachers have certified for Cross-Cultural Language and Academic Development (CLAD). All new teachers have the ELAS authorization, which replaced the CLAD, embedded into their credential. All beginning teachers (preliminary credential) participate in the state mandated two-year induction program to obtain their cleared credential. Teachers who are classified as interns, or those that have short-term staff permits (STSP), provisional internet permits (PIP), or variable term waivers (VTW) do not qualify for induction, but receive support through Fresno Unified’s teacher development program. Additionally, teachers are supported by a full-time, site-based literacy coach.

McLane High School Teacher Credentials by School Year			
	2016-2017	2017-2018	2018-2019
Teachers With Full Credential	76 91.6%	61 84.7%	67 84.8%
Teachers Without Full Credential	7 8.4%	10 13.9%	12 15.2%
Teachers Teaching Outside Subject Area	0 0.0%	1 1.4%	0 0.0%
	<i>n</i> = 83	<i>n</i> = 72	<i>n</i> = 79

McLane staff regularly participates in site-based professional development covering mandated content as well as topics such as engagement strategies, academic discourse, and restorative practices. Additionally, since McLane was last visited, a variety of staff have participated in several professional development conferences. Some of these are listed in the following chart.

School Year	Professional Development Conference	Number of Participants
2017-2018	Instructional Lead Teachers (ILT) Regional District Meetings	12

	Linked Learning Convention - Anaheim, CA - February	3
	Educating for Careers - Sacramento, CA - March	12
	Professional Learning Communities at Work Institute - Santa Clara, CA - June	13
	National Academy Foundation (NAF) Next 2018 - Washington, D.C. - July	3
2018-2019	Instructional Lead Teachers (ILT) Regional District Meetings	12
	CADA Conference - San Diego, CA - February	10
	Educating for Careers - Long Beach, CA - February	12
	Linked Learning Convention - Palm Springs, CA - March	4
	Teaching and Engaging with Poverty in Mind (Jensen) - San Antonio, TX - June	10
	National Academy Foundation (NAF) Next 2019 - Detroit, MI - July	3
2019-2020	Instructional Lead Teachers (ILT) Regional District Meetings	12
	CADA Conference - Reno, NV - March	8
	Educating for Careers - Long Beach, CA - February	12
	ACTE CareerTech Vision 2019 - December	2

Each year in accordance with the Williams Act, McLane completes an inventory of required texts and science materials to ensure all students have access to standards-aligned instructional materials. These practices and materials are guided by several Fresno Unified School Board Policies ([BP 6011 Academic Standards](#), [BP 6161 Instruction](#), [BP 6161.1 Selection and Evaluation of Instructional Materials](#), [BP 6190 Evaluation of the Instructional Program](#)). Since the previous self-study, students in English (Grades 9-11) began utilizing curriculum from Springboard, while those in Mathematics (Algebra I, Geometry, Algebra II) have begun using Big Ideas. In 2019, Social Science/History courses (Modern World History, US History, Civics, Economics) were in the first year of a new course curriculum through McGraw-Hill. In fall of 2020, Biology and Chemistry began their first year with a new curriculum from Savvas.

McLane was last inspected in 2019 in accordance with the Williams Act. The inspection determined that school was in good condition with no emergency insufficiencies, and was deemed to be clean, safe, and in functional condition. Ongoing efforts continue to ensure that the facility is clean and functional. The grounds, buildings, and restrooms are in good repair, and Fresno Unified has a work order process in place to ensure orderly and timely repair to required areas.

Additionally, the McLane campus has recently experienced dramatic changes through upgrades to and investments in the physical plant. These upgrades represent a large investment by Fresno Unified in the McLane site which is creating an updated and appealing campus for students.

- The Quad, an open, park-style area in the center of campus was remodeled with wider pathways, new plantings, additional benches, tables and an increased student seating area for tables with umbrellas.
- Our on-site football stadium was the first high school in FUSD to receive upgrades that included artificial turf and bathroom upgrades.
- A brand-new aquatics complex with a swim/dive/water polo pool, bleacher seating, locker rooms and office.
- Updated school branding with photo-murals, positive messages in office, stairwells, bathrooms, gym, and cafeteria.
- Updated sports fields for baseball and softball.
- Brand new weight room.
- Resurfaced track inside the stadium.
- A complete library remodeling (currently in progress).
- Remodeling of select classrooms in the T-Building for a multimedia studio and ROTC courses (currently in progress)

Science classrooms include four areas with lab space designed for Chemistry, and eight areas with lab space designed for Biology or Physics. There are six locking storage rooms located between the lab classrooms to store equipment or chemicals. The storage rooms have locked metal cabinets for caustic or flammable materials. McLane uses the Flynn Scientific chemical storage system for safe chemical storage. There are exhaust fans in both storage rooms that contain chemicals or preservatives. There is an MSDS binder of all chemicals stored on campus in the chemical stockroom, as well as a current inventory list of all chemicals, which includes purchase date and disposal date. Each chemistry classroom has a chemical shower as well as at least one fume hood. Every science classroom has an eyewash station. Students lab time averages 20% of class time over their three years of A-G science courses.

With the advent of the COVID-19 pandemic, the beginning of the 2020-2021 school year has started with students off campus participating in online learning. For any staff to be on campus at this time the facilities/maintenance crews have been following district issued standard operating procedures that specify cleaning protocols that must be followed to sanitize areas utilized at the school site. They are also provided with operational strategies for opening of school to follow.

LCFF Priority #2 – Implementation of Academic Standards

[In early 2013](#) the State Board of Education modified the Common Core State Standards (CCSS) adopted in August 2010 for Math, English Language Arts, and Literacy in History/Social Science, Science, and technical subjects. As a tool for guiding schools in developing curriculum and instruction, prior to the 2014-2015 school year, the FUSD board adopted a [framework for Math](#), a [framework for English Language Arts](#) which included English language development, and a [framework for History/Social Science](#).

The appendix provides a detailed list of professional development each department has experienced over the past several years.

[Fresno Unified School District](#) has clear policies for the selection and evaluation of equipment, books, instructional materials, and library materials:

- The Superintendent or designee shall coordinate the planning, development and administration of procedures for the selection, ordering and evaluation of instructional materials among the various building principals and shall regularly report on these procedures to the Board.
- Parents/guardians, community members and teachers shall be involved in the process of recommending instructional materials for purchase and use in the district. Selection of instructional materials shall be coordinated with the overall development and design of the district's curriculum.
- The Superintendent or designee shall develop procedures for determining the obsolescence of instructional materials. When new materials have been chosen in accordance with the district's selection and evaluation policy and approved by the Board, the Board shall make final decisions regarding their purchase and the use of district funds to supplement state allotments for this purpose.
- Whenever the Board determines that district students lack sufficient textbooks or instructional materials, the Board shall seek funding opportunities through the state's incentive program and shall comply with all related legal requirements.
- The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our society, and enhance the use of multiple teaching strategies and technologies.
- The Board's adoption of instructional materials shall be based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.
- Review Process
 - The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board.
 - The review process shall involve teachers in a substantial manner and shall also encourage the participation of parents/guardians and community members. (Education Code 60002) Individuals who participate in the selection or review of instructional materials shall not have a conflict of interest, as defined in administrative regulation, in the materials being reviewed.
 - The committee shall review instructional materials using criteria provided in law and administrative regulation and shall provide the Board with documentation supporting its recommendations.
 - All recommended instructional materials shall be available for public inspection at the district office.
 - The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

FUSD Board Resolutions:

- [BP 6161 Instruction - Equipment, Books and Materials](#)

- [BP 6161.1 Selection and Evaluation of Instructional Materials](#)
- [AR 6161.1 Selection and Evaluation of Instructional and Library Materials](#)
- [BP 6161.11 Instruction - Supplementary Instructional Materials](#)

In Spring 2015 California students took their first official round of tests aligned to Common Core State Standards (CCSS) in Math and English Language Arts. During the 2018-2019 school year the first assessments for the recently adopted Next Generation Science Standards (NGSS) were administered.

LCFF Priority #3 – Parent Engagement

List Outlining Site Efforts to Seek Parent Involvement and Input in School Decision-Making	
School Site Council	<ul style="list-style-type: none"> · Six school-based members and six community/parent/student members · Council benefits from continuity of two year terms for members · Members provide input and approval of SPSA, including the site budget
Parent Coffee Hour	<ul style="list-style-type: none"> · Principal and administration meet with parents on a monthly basis · Open forum format for questions/concerns · Personal contact and reminders made by home-school liaison
Parent Classes - Life Science	<ul style="list-style-type: none"> · Community-based provider, Barney Zapata with additional guest speakers · Topics include: communication, nutrition, social media, parent involvement, self-advocacy · Connections to resources: food, social emotional
English Learner Advisory Committee (ELAC)	<ul style="list-style-type: none"> · Quarterly meetings · Open input gathered around EL student needs · Informal evaluation of supplemental EL services · Non-voting input for SPSA · Appointed representative to DELAC
Freshman Parent Night	<ul style="list-style-type: none"> · All freshman parents invited · Topics include: graduation requirements, ATLAS access, communication with teachers and administration, academic offerings, athletic information
Dual Enrollment Town Hall	<ul style="list-style-type: none"> · Meeting for parents of students interested in dual enrollment courses · Topics include: school wide communications; dual enrollment process and expectations; CTE programs, process, and expectations
FAFSA Workshops	<ul style="list-style-type: none"> · Academic counselors provide small group application support · Follow-up with one-on-one appointments · Organized by counselor alphabetical
Senior Parent Meetings	<ul style="list-style-type: none"> · Academic counselors provide credit, recovery, graduation, and course requirement information · Follow-up with one-on-one appointments · Organized by counselor alphabetical
Parent University	<ul style="list-style-type: none"> · Learning session series offered to parents

	<ul style="list-style-type: none"> · Topics include: high school readiness, college and career readiness, special education (SPED)
College Night at the Convention Center	<ul style="list-style-type: none"> · All senior students and families invited · Central valley colleges have a showcase · Workshops on financial aid and scholarships · Special program showcase · College planning seminars
Back to School Night	<ul style="list-style-type: none"> · Title I parent meeting · Parent welcome · Overview of McLane goals and expectation · Information on school budget and SPSA · Parent involvement opportunities and procedures · Department and teacher meet and greet · McLane cultural performance and art show
Open House	<ul style="list-style-type: none"> · Department and teacher meet and greet · Classroom and work showcase · McLane cultural performance and art show

LCFF Priority #4 – Performance on Standardized Tests

McLane High School Subgroup Measures for 11th Grade ELA Smarter Balanced Summative Assessment (SBAC), 2017-2019			
Subgroup	2017 ELA	2018 ELA	2019 ELA
English Learners	97 students 94.8 points below standard	 104 students 116.3 points below standard	 104 students 114.9 points below standard
Foster Youth	4 students	4 students	3 students
Homeless Youth	54 students	10 students	8 students
Students with Disabilities	38 students 169.7 points below standard	 35 students 149.7 points below standard	 42 students 139 points below standard
Socioeconomically Disadvantaged	412 students 55.4 points below standard	 299 students 63.6 points below standard	 333 students 43.2 points below standard

- 55.6 points below standard	 318 students total 59.1 points below standard	 352 students total 43.8 points below standard
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McLane High School Subgroup Measures for 11th Grade Math Smarter Balanced Summative Assessment (SBAC) , 2017-2019			
Subgroup	2017 Math	2018 Math	2019 Math
English Learners	97 students 175.7 points below standard	 103 students 183.8 points below standard	 106 students 178.7 points below standard
Foster Youth	4 students	4 students	3 students
Homeless Youth	54 students	10 students	8 students
Students with Disabilities	38 students 248.9 points below standard	 34 students 222.9 points below standard	 43 students 194.7 points below standard
Socioeconomically Disadvantaged	412 students 145.4 points below standard	 292 students 136.7 points below standard	 332 students 130.0 points below standard
- 145.5 points below standard	 311 students total 134.1 points below standard	 351 students total 130.9 points below standard	

Last year, McLane 11th graders who met or exceeded standards on the ELA CAASPP totaled 35.7%, which was a 6% increase from the previous years. Significant student subgroups that are performing below our average include African American at 27.3% and students with disabilities at 3.3% (met or exceeded standards).

In 2017, McLane 11th graders who met or exceeded standards on the math portion of the CAASPP totaled 29.7%, which was a .1% increase from the previous year. Significant student subgroups that are performing below our average include African American at 11.1%, Hispanic at 26.1%, English Learners at 4.1%, and students with disabilities at 6.1% (met or exceeded standards).

Fresno Unified School District provides all juniors with an [SAT](#) school testing day. In 2019, McLane tested 341 students.

McLane’s AP scores have slightly increased over the past four years. In 2019, 108 students taking AP exams earned a qualifying score of 3, 4, or 5, while in 2018, we had 99 students pass.

McLane High School Subgroup by College and Career Indicator (CCI) Levels, 2017-2019			
Subgroup	2017	2018	2019
English Learners	97 students 19.6% prepared 34.0% approaching prepared 46.4% not prepared	 103 students 29.1% prepared 24.3% approaching prepared 46.6% not prepared	 100 students 21.0% prepared 26.0% approaching prepared 53.0% not prepared
Foster Youth	4 students	5 students	7 students
Homeless Youth	54 students 22.2% prepared 42.6% approaching prepared 35.2% not prepared	29 students 13.8% prepared 31.0% approaching prepared 55.2% not prepared	26 students 11.5% prepared 34.6% approaching prepared 53.8% not prepared
Students with Disabilities	38 students 10.5% prepared 23.7% approaching prepared 65.8% not prepared	 52 students 13.5% prepared 26.9% approaching prepared 59.6% not prepared	 55 students 14.5% prepared 16.4% approaching prepared 69.1% not prepared
Socioeconomically Disadvantaged	412 students 30.3% prepared 37.1% approaching prepared 32.6% not prepared	 351 students 35.3% prepared 32.2% approaching prepared 32.5% not prepared	 357 students 33.3% prepared 30.5% approaching prepared 36.1% not prepared
	416 students 30.3% prepared 36.8% approaching prepared 32.9% not prepared	 359 students total 35.4% prepared 32.0% approaching prepared 32.6% not prepared	 369 students total 33.9% prepared 30.1% approaching prepared 36.0% not prepared

McLane High School Student Ethnicity by College and Career Indicator (CCI) Levels, 2017-2019			
Ethnicity	2017	2018	2019

Hispanic	279 students 31.2% prepared 35.1% approaching prepared 23.7% not prepared	 252 students 35.7% prepared 29.8% approaching prepared 34.5% not prepared	 251 students 34.3% prepared 27.1% approaching prepared 38.6% not prepared
White	16 students 12.5% prepared 37.5% approaching prepared 50.0% not prepared	13 students 15.4% prepared 69.2% approaching prepared 15.4% not prepared	9 students ---% prepared ---% approaching prepared ---% not prepared
Asian	88 students 21.2% prepared 38.6% approaching prepared 40.2% not prepared	 68 students 48.5% prepared 26.5% approaching prepared 25.0% not prepared	 86 students 39.5% prepared 39.5% approaching prepared 20.9% not prepared
Black	24 students 20.8% prepared 50.0% approaching prepared 29.2% not prepared	19 students 0.0% prepared 63.2% approaching prepared 36.8% not prepared	18 students 0.0% prepared 33.3% approaching prepared 66.7% not prepared
	416 students total 30.3% prepared 36.8% approaching prepared 32.9% not prepared	 359 students total 35.4% prepared 32.0% approaching prepared 32.6% not prepared	 369 students total 33.9% prepared 30.1% approaching prepared 36.0% not prepared

McLane High School Student Advanced Placement Test Results, 2016-2020					
	2016	2017	2018	2019	2020
Number of Exams	703	723	643	689	379
Total AP Students	456	454	402	435	272
AP Students with Score of 3 or More	74	101	96	106	101
% of Students with Score of 3 or More	16.2%	22.2%	23.9%	24.4%	37.1%

McLane High School Advanced Placement Student Exam Results by Course, 2016-2020					
	2016	2017	2018	2019	2020
2-D Art and Design	Total Exams: 0 Score 3 or More: - Mean Score: -	Total Exams: 0 Score 3 or More: - Mean Score: -	Total Exams: 0 Score 3 or More: - Mean Score: -	Total Exams: 0 Score 3 or More: - Mean Score: -	Total Exams: 1 Score 3 or More: 0 Mean Score: 2.00

Biology	Total Exams: 13 Score 3 or More: 0 Mean Score: 1.31	Total Exams: 12 Score 3 or More: 0 Mean Score: 1.17	Total Exams: 17 Score 3 or More: 0 Mean Score: 1.06	Total Exams: 27 Score 3 or More: 1 Mean Score: 1.22	Total Exams: 18 Score 3 or More: 0 Mean Score: 1.67
Calculus AB	Total Exams: 45 Score 3 or More: 0 Mean Score: 1.00	Total Exams: 51 Score 3 or More: 0 Mean Score: 1.00	Total Exams: 29 Score 3 or More: 0 Mean Score: 1.07	Total Exams: 44 Score 3 or More: 0 Mean Score: 1.07	Total Exams: 17 Score 3 or More: 0 Mean Score: 1.12
Calculus BC	Total Exams: 0 Score 3 or More: - Mean Score: -	Total Exams: 0 Score 3 or More: - Mean Score: -	Total Exams: 0 Score 3 or More: - Mean Score: -	Total Exams: 13 Score 3 or More: 1 Mean Score: 1.31	Total Exams: 5 Score 3 or More: 0 Mean Score: 1.20
Chemistry	Total Exams: 18 Score 3 or More: 0 Mean Score: 1.00	Total Exams: 19 Score 3 or More: 0 Mean Score: 1.00	Total Exams: 21 Score 3 or More: 0 Mean Score: 1.05	Total Exams: 20 Score 3 or More: 0 Mean Score: 1.00	Total Exams: 11 Score 3 or More: 0 Mean Score: 1.00
English Language and Composition	Total Exams: 66 Score 3 or More: 0 Mean Score: 1.15	Total Exams: 72 Score 3 or More: 2 Mean Score: 1.22	Total Exams: 94 Score 3 or More: 5 Mean Score: 1.28	Total Exams: 67 Score 3 or More: 3 Mean Score: 1.42	Total Exams: 37 Score 3 or More: 11 Mean Score: 2.03
English Literature and Composition	Total Exams: 48 Score 3 or More: 3 Mean Score: 1.42	Total Exams: 78 Score 3 or More: 0 Mean Score: 1.32	Total Exams: 47 Score 3 or More: 1 Mean Score: 1.19	Total Exams: 54 Score 3 or More: 1 Mean Score: 1.26	Total Exams: 17 Score 3 or More: 4 Mean Score: 1.76
European History	Total Exams: 61 Score 3 or More: 0 Mean Score: 1.13	Total Exams: 64 Score 3 or More: 1 Mean Score: 1.20	Total Exams: 64 Score 3 or More: 0 Mean Score: 1.11	Total Exams: 50 Score 3 or More: 0 Mean Score: 1.08	Total Exams: 35 Score 3 or More: 0 Mean Score: 1.20
Human Geography	Total Exams: 86 Score 3 or More: 8 Mean Score: 1.30	Total Exams: 80 Score 3 or More: 11 Mean Score: 1.46	Total Exams: 48 Score 3 or More: 5 Mean Score: 1.44	Total Exams: 55 Score 3 or More: 6 Mean Score: 1.38	Total Exams: 16 Score 3 or More: 1 Mean Score: 1.31
Macroeconomics	Total Exams: 103 Score 3 or More: 11 Mean Score: 1.46	Total Exams: 60 Score 3 or More: 2 Mean Score: 1.17	Total Exams: 69 Score 3 or More: 3 Mean Score: 1.19	Total Exams: 55 Score 3 or More: 6 Mean Score: 1.38	Total Exams: 16 Score 3 or More: 1 Mean Score: 1.31
Psychology	Total Exams: 29 Score 3 or More: 2 Mean Score: 1.21	Total Exams: 31 Score 3 or More: 1 Mean Score: 1.10	Total Exams: 16 Score 3 or More: 0 Mean Score: 1.13	Total Exams: 28 Score 3 or More: 0 Mean Score: 1.00	Total Exams: 14 Score 3 or More: 0 Mean Score: 1.00
Spanish Language and Culture	Total Exams: 52 Score 3 or More: 45 Mean Score: 3.48	Total Exams: 70 Score 3 or More: 65 Mean Score: 3.46	Total Exams: 79 Score 3 or More: 68 Mean Score: 3.54	Total Exams: 68 Score 3 or More: 65 Mean Score: 3.79	Total Exams: 60 Score 3 or More: 57 Mean Score: 4.03
Spanish Literature and Culture	Total Exams: 22 Score 3 or More: 10 Mean Score: 2.50	Total Exams: 22 Score 3 or More: 18 Mean Score: 3.14	Total Exams: 18 Score 3 or More: 15 Mean Score: 3.28	Total Exams: 29 Score 3 or More: 24 Mean Score: 3.45	Total Exams: 28 Score 3 or More: 23 Mean Score: 3.11
Statistics	Total Exams: 72 Score 3 or More: 0 Mean Score: 1.00	Total Exams: 71 Score 3 or More: 0 Mean Score: 1.03	Total Exams: 65 Score 3 or More: 0 Mean Score: 1.00	Total Exams: 35 Score 3 or More: 0 Mean Score: 1.00	Total Exams: 8 Score 3 or More: 0 Mean Score: 1.13
US Government and Politics	Total Exams: 17 Score 3 or More: 0 Mean Score: 1.24	Total Exams: 33 Score 3 or More: 1 Mean Score: 1.18	Total Exams: 24 Score 3 or More: 0 Mean Score: 1.04	Total Exams: 56 Score 3 or More: 4 Mean Score: 1.32	Total Exams: 29 Score 3 or More: 1 Mean Score: 1.34
US History	Total Exams: 71 Score 3 or More: 0 Mean Score: 1.01	Total Exams: 59 Score 3 or More: 1 Mean Score: 1.08	Total Exams: 51 Score 3 or More: 2 Mean Score: 1.16	Total Exams: 87 Score 3 or More: 0 Mean Score: 1.03	Total Exams: 50 Score 3 or More: 2 Mean Score: 1.24

McLane High School provides numerous academic programs to meet the needs of the school and the community. McLane offers 16 advanced placement courses. Approximately 30% of the student population is enrolled in at least one AP class. Almost all of the students enrolled in AP courses take the related AP Exam. Last year 435 students took 689 exams, 24.4% qualifying with a score of 3, 4 or 5. Students are awarded an

AP Diploma for taking 4-5 AP courses during high school (earning a special seal on their diploma), an AP Certificate for taking 6-7 AP courses during high school (earning a certificate and a special seal on their diploma), or an AP Medallion for taking 8 or more AP courses during high school (earning a certificate, a special seal on their diploma, and a medallion).

McLane High School Student English Language Proficiency Levels for Summative ELPAC by School Year				
	2017-2018	2018-2019	2019-2020	2020-2021
Level 4 - Well Developed	45 12.3%	47 11.9%	30 8.0%	25 5.9%
Level 3 - Moderately Developed	126 34.5%	127 32.2%	126 33.5%	151 35.6%
Level 2 - Somewhat Developed	101 27.7%	117 29.7%	112 29.8%	138 32.5%
Level 1 - Minimally Developed	93 25.5%	103 17.1%	108 28.7%	110 25.9%
	<i>n</i> = 365	<i>n</i> = 394	<i>n</i> = 376	<i>n</i> = 424

McLane High School currently has 460 English Learners, which is a slight increase from the previous year, but overall consistent for the past several years. English Learners make up 24.4% of our student population.

McLane High School Students with Semester Grade of D or F, 2019-2021					
	Q1, 2019-2020	Q2, 2019-2020	Q3, 2019-2020	Q1, 2020-2021	Q2, 2020-2021
Students with D/F Grade	64.44%	59.84%	62.62%	70.38%	65.23%

Analyzing our data as a school site the trends are very common throughout the three-year span. Students struggle through the quarter grades, once they work with their teachers and parent communication is successful students raise their grades by the end of the semester. With the creation of MTSS teams, a common collaboration was set up amongst departments addressing common needs and concerns. These concerns were brought to manager meetings where administration and support staff brain stormed and helped create solutions to these problems. At the beginning of the Spring 2020 semester you will notice data is non-existent. This is due to the COVID-19 pandemic. All efforts during this time were focused on supporting our teachers and students as they attempted to navigate through distance learning.

LCFF Priority #5 – Pupil Engagement

Efforts to improve [graduation rates](#) have included:

- Counseling initiatives regarding A-G requirements

- Monitoring and tracking from 9th to 12th grade to ensure all students are receiving necessary classes for graduation
- Submitting of ERC referrals to ensure all students recovered credits to be on track for graduation and college and career readiness
- Credit recovery (zero period, 7th period, summer school)

McLane High School Subgroup Graduation Rate, 2017-2019			
Subgroup	2017	2018	2019
English Learners	 <p>84.0% Graduated 84 of 100 Students</p>	 <p>79.6% Graduated of 103 Students</p>	 <p>77.2% Graduated 78 of 101 Students</p>
Foster Youth	<p>----% Graduated - of 4 Students</p>	<p>----% Graduated - of 5 Students</p>	<p>100% Graduated - of 7 Students</p>
Homeless Youth	 <p>81.5% Graduated 44 of 54 Students</p>	<p>86.2% Graduated 25 of 29 Students</p>	<p>77.8% Graduated 21 of 27 Students</p>
Students with Disabilities	 <p>76.2% Graduated 32 of 42 Students</p>	 <p>69.2% Graduated 36 of 52 Students</p>	 <p>67.3% Graduated 37 of 55 Students</p>
Socioeconomically Disadvantaged	 <p>89.7% Graduated 373 of 416 Students</p>	 <p>88.3% Graduated 310 of 351 Students</p>	 <p>87.7% Graduated 314 of 358 Students</p>
	 <p>89.0% Graduated 374 of 420 Students</p>	 <p>88.0% Graduated 316 of 359 Students</p>	 <p>87.8% Graduated 331 of 377 Students</p>

Students who have missed more than 10 percent of the school year are considered chronically absent. Progress has been made in reducing chronic absenteeism due to the following 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 support.
- 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.

Additionally, the following professional learning around absenteeism has been established:

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

McLane High School Student Subgroup Chronic Absenteeism Rate, 2017-2019			
Subgroup	2017	2018	2019
English Learners	24.0% Chronically Absent 105 of 438 Students	19.7% Chronically Absent 85 of 431 Students	19.3% Chronically Absent 91 of 471 Students
Migrant Youth	3.2% Chronically Absent 1 of 31 Students	14.3% Chronically Absent 6 of 42 Students	21.6% Chronically Absent 8 of 37 Students
Foster Youth	41.2% Chronically Absent 14 of 34 Students	41.4% Chronically Absent 12 of 29 Students	35.7% Chronically Absent 10 of 28 Students
Homeless Youth	37.2% Chronically Absent 32 of 86 Students	37.7% Chronically Absent 26 of 69 Students	42.4% Chronically Absent 25 of 59 Students
Students with Disabilities	37.6% Chronically Absent 94 of 250 Students	29.6% Chronically Absent 77 of 260 Students	33.7% Chronically Absent 95 of 282 Students
Socioeconomically Disadvantaged	27.6% Chronically Absent 515 of 1,867 Students	21.0% Chronically Absent 373 of 1,775 Students	23.4% Chronically Absent 428 of 1,828 Students
	27.3% Chronically Absent 526 of 1,927 Students	20.8% Chronically Absent 389 of 1,869 Students	23.1% Chronically Absent 446 of 1,929 Students

McLane High School Student Ethnicity Chronic Absenteeism Rate, 2017-2019
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Ethnicity	2017	2018	2019
Hispanic	27.9% Chronically Absent 369 of 1,321 Students	21.4% Chronically Absent 277 of 1,293 Students	24.5% Chronically Absent 337 of 1,376 Students
White	50.0% Chronically Absent 36 of 72 Students	27.6% Chronically Absent 21 of 76 Students	25.0% Chronically Absent 18 of 72 Students
Asian	15.4% Chronically Absent 55 of 357 Students	11.8% Chronically Absent 42 of 356 Students	11.0% Chronically Absent 38 of 346 Students
Black	38.2% Chronically Absent 55 of 144 Students	35.3% Chronically Absent 41 of 116 Students	43.0% Chronically Absent 43 of 100 Students
	27.3% Chronically Absent 526 of 1,927 Students	20.8% Chronically Absent 389 of 1,869 Students	23.1% Chronically Absent 446 of 1,929 Students

McLane’s chronic absenteeism rates have decreased slightly over the past few years in all student subgroups. The ethnic subgroups with the highest percent of chronic absenteeism are African American with 43.3%. Students with disabilities and ELL students also have high chronic absenteeism rates at 19.3% and 33.7% respectively. Chronic absenteeism refers to both excused and unexcused absences. Suspensions and school sponsored events are included in totals of chronic absenteeism. With the development of our MTSS groups, students are broken up into grade level-alpha teams that are monitored weekly by one vice principal, one academic counselor, and two teachers on special assignments that debrief with department teams. From these weekly meetings, a Manager Huddle is scheduled every Monday to address any common trends, needs and next steps.

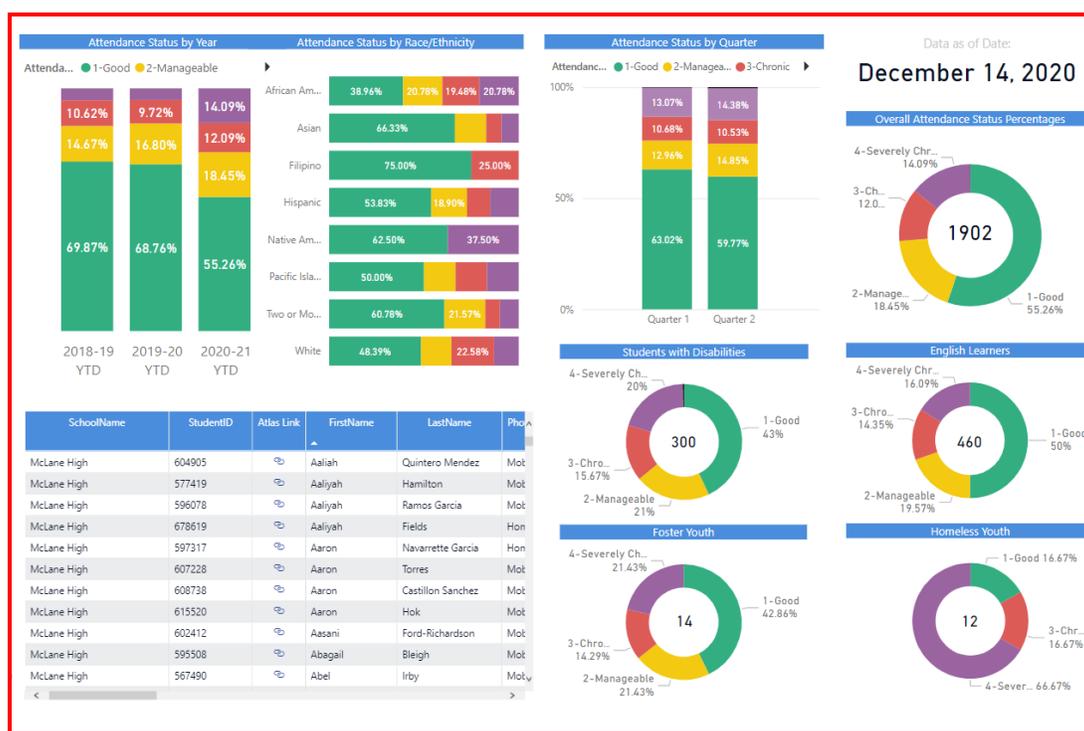
In an effort to reduce attendance issues McLane has developed a three-tier support system through establishing a referral group to ensure students of concern are identified and supported with appropriate interventions. Here is an outline of actions at each tier of this support system:

- 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 passes and other counseling or school-wide initiatives
- Tier II: Provide bus tokens to students in unstable situations or need assistance with transportation
- Tier II: Home-school liaison, school-community liaison, school office assistant, and attendance clerks will monitor attendance patterns, communicate with parent/guardian regarding students with excessive absences, and schedule conferences with academic 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 that include review of root causes for truancy, review of attendance expectations, and student goal setting

McLane High School Subgroup Average Daily Rate of Attendance, 2017-2019			
Subgroup	2017	2018	2019

English Learners	93.7%	93.7%	89.4%
Foster Youth	87.8%	86.7%	86.4%
Homeless Youth	88.3%	80.1%	81.0%
Students with Disabilities	89.6%	91.0%	87.0%

FUSD utilizes PowerBI to present an interactive dashboard regarding student attendance. A screenshot sample of this dashboard modified for the McLane school site is seen below.



LCFF Priority #6 – School Climate

In recent years there has been a site-wide decrease in [suspensions](#) for all grade levels. Additionally, more consistent positive behavioral interventions and supports (PBIS) have decreased disproportionality in suspensions between subgroups and ethnicity. The following is a list of measures taken towards this effort:

- Creation of a Levels of Misbehavior form intended to track students that are sent out of class and assess 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 that encourage relationship-building and mentorship
- Provide opportunities for student leadership through clubs, peer mediation, and mentors (at McLane and at feeder middle schools) including Men’s and Women’s Alliance courses
- Targeted site interventions to promote positive coping strategies

- All students re-entering after suspension have re-entry meetings with agreements and understanding of support that involve student, parent/guardian, administration, restorative counselor, social worker, restorative teacher, and intervention coordinator
- Re-engagement team (restorative counselor, restorative teacher, re-engagement teacher, social worker, school psychologist, administration) pull weekly discipline data and track students receiving repeat referrals and plug into necessary social-emotional supports

McLane High School Student Subgroup Suspension Rate, 2017-2019			
Subgroup	2017	2018	2019
English Learners	 <p>7.9% Suspended 37 of 470 Students</p>	 <p>10.0% Suspended 47 of 470 Students</p>	 <p>7.0% Suspended 36 of 516 Students</p>
Foster Youth	<p>30.0% Suspended 12 of 40 Students</p>	 <p>38.2% Suspended 13 of 34 Students</p>	 <p>25.0% Suspended 8 of 32 Students</p>
Homeless Youth	 <p>17.6% Suspended 16 of 91 Students</p>	 <p>17.6% Suspended 13 of 74 Students</p>	 <p>19.7% Suspended 13 of 66 Students</p>
Students with Disabilities	 <p>16.2% Suspended 44 of 271 Students</p>	 <p>16.2% Suspended 45 of 278 Students</p>	 <p>12.9% Suspended 40 of 309 Students</p>
Socioeconomically Disadvantaged	 <p>9.6% Suspended 190 of 1,974 Students</p>	 <p>10.0% Suspended 191 of 1,909 Students</p>	 <p>8.7% Suspended 171 of 1,969 Students</p>
	 <p>9.6% Suspended 199 of 2,074 Students</p>	 <p>9.7% Suspended 196 of 2,016 Students</p>	 <p>8.5% Suspended 180 of 2,112 Students</p>

McLane High School Student Ethnicity Suspension Rate, 2017-2019			
Ethnicity	2017	2018	2019

Hispanic	 9.1% Suspended 130 of 1,429 Students	 9.2% Suspended 129 of 1,406 Students	 7.9% Suspended 120 of 1,513 Students
White	 19.3% Suspended 16 of 83 Students	 12.2% Suspended 10 of 82 Students	 9.6% Suspended 8 of 83 Students
Asian	 2.7% Suspended 10 of 365 Students	 4.6% Suspended 17 of 372 Students	 4.5% Suspended 16 of 359 Students
Black	 23.1% Suspended 36 of 156 Students	 27.4% Suspended 34 of 124 Students	 26.3% Suspended 31 of 118 Students
	 9.6% Suspended 199 of 2,074 Students	 9.7% Suspended 196 of 2,016 Students	 8.5% Suspended 180 of 2,112 Students

McLane High School Student Subgroup Expulsion Rate, 2017-2019

Subgroup	2017	2018	2019
English Learners	0.0% Expelled 0 of 470 Students	1.1% Expelled 5 of 470 Students	0.2% Expelled 1 of 516 Students
Foster Youth	0.0% Expelled 0 of 40 Students	0.0% Expelled 0 of 34 Students	3.1% Expelled 1 of 32 Students
Students with Disabilities	0.4% Expelled 1 of 271 Students	0.7% Expelled 2 of 278 Students	0.6% Expelled 2 of 309 Students
Socioeconomically Disadvantaged	0.2% Expelled 3 of 1,974 Students	0.3% Expelled 6 of 1,909 Students	0.4% Expelled 7 of 1,969 Students
	0.1% Expelled 3 of 2,074 Students	0.3% Expelled 6 of 2,016 Students	0.4% Expelled 8 of 2,112 Students

McLane High School Student Ethnicity Expulsion Rate, 2017-2019

Ethnicity	2017	2018	2019
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Hispanic	0.1% Expelled 1 of 1,429 Students	0.2% Expelled 3 of 1,406 Students	0.3% Expelled 5 of 1,513 Students
Asian	0.0% Expelled 0 of 365 Students	0.8% Expelled 3 of 372 Students	0.0% Expelled 0 of 359 Students
Black	0.6% Expelled 1 of 156 Students	0.0% Expelled 0 of 124 Students	2.5% Expelled 3 of 118 Students
	0.1% Expelled 3 of 2,074 Students	0.3% Expelled 6 of 2,016 Students	0.4% Expelled 8 of 2,112 Students

The suspension rate for the 2019-2020 school year was at 6.0% as compared to 11.6% in 2018-2019. The suspension rate for African American students was 17.14% in 2019-2020. For the 2018-19 school year, the suspension rate for African American students was 41.13%. Other student populations with the highest suspension rates for McLane include SPED at 7.46% and ELL at 4.34% for the 2019-2020 school year. Our expulsion rate in 2019-2020 was 0.19% as compared to 0.37% in 2018-19 and 0.34% in 2017-18. Student populations with the highest expulsion rates for McLane include African American at 2.42% and Special Education at .34% for the 2019-2020 school year.

During the 2019-2020 school year, 72% of students were engaged in arts, activities, and/or athletics. Seniors were the most involved at 87% and sophomores were the least involved at 60%. The least involved student subgroup was Hispanic at 70%. EL students also had a lower participation rate at 62%.

Goal 2 Participation Rate:

- All Ethnicities increased their participation in school functions for the 2019-2020 school year.
 - African American: 73.1% to 81.8%
 - Asian: 64.2% to 75.2%
 - Hispanic: 59.6% to 69.6%
 - 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%

Student engagement in arts, activities, and athletics (District Goal 2) are regularly desegregated and monitored as seen in the screenshot sample below.



According to the most recent climate survey conducted for McLane, approximately 51% of students in 2019-2020 felt that there was at least one teacher or adult on campus who cares about them. This is a slight increase from 2018-2019 when 50% of students felt there was at least one teacher or adult on campus who cares about them. Seniors at 66% felt stronger about this statement than the other grade levels in 2019-2020. The main student subgroup that did not feel as strong as other subgroups include Hispanic regarding there being an adult on campus who cares about them. Similarly, in 2019-2020 approximately 47% of students reported they felt like they were a part of the school. This belief was consistent during the past three years. Our main student subgroup that did not feel as strong as other subgroups for this question was our African American population.

In 2019-2020, 93% of parents reported they felt respected and welcomed at McLane. Also, during this year 90% of parents felt that McLane provides a safe and secure environment for their children to learn.

LCFF Priority #7 – Access to a Broad Course of Study

During the most recent three years of data from the [California School Dashboard indicator](#), there has been a roughly even split between McLane graduates that are prepared, approaching prepared, and not prepared for college and career. Of those students prepared for college and career during these years, the overwhelming majority met this status through the measure of completing a-g criteria courses with a grade of C- or better, though the proportion of students meeting this status increased through three other measures in 2019. When considering student subgroups English Learners, Homeless Youth, and Students with Disabilities are disproportionately not prepared for college and career. Outcomes disaggregated by student ethnicity are subject to significant variance during these three years of data. However, black students are consistently underrepresented among students prepared for college and career.

Measures Met Prepared for College (CCI Level) by Student Population, 2017-2019			
	2017	2018	2019
Met Prepared via Measure A Career Technical Education (CTE) Pathway Completion with a C minus or better, plus SBAC/DE criteria	29 23.0%	24 18.9%	27 21.6%
Met Prepared via Measure B At least a Level 3 "Standard Met" on both ELA and Math SBAC	15 11.9%	15 11.8%	21 16.8%
Met Prepared via Measure C Completion of two semesters/three quarters of Dual Enrollment (DE) with a grade of C minus or better	0 0.0%	0 0.0%	0 0.0%
Met Prepared via Measure D A score of 3 on two Advanced Placement (AP) Exams or a score of 4 on two International Baccalaureate (IB) exams	9 7.1%	13 10.2%	23 18.4%
Met Prepared via Measure E Completion of courses that meet University of California (UC) or California State University (CSU) a-g criteria with a grade of C- or better, plus one other criteria	118 93.7%	115 90.6%	113 90.4%
	<i>n</i> = 126 30.3% of Seniors	<i>n</i> = 127 35.4% of Seniors	<i>n</i> = 125 33.9% of Seniors

LCFF Priority #8 – Other Pupil Outcomes

In the Spring of 2019, McLane teachers were trained, and the site implemented California’s Multi-Tiered System of supports, a framework that aligns Response to Instruction and Intervention with the California State standards and the systems necessary to ensure academic, behavior, and social success. MTSS implementation and professional development has brought changes to discipline practices as well as redirecting resources to a broader spectrum of supports. Additional counselors, staff, and opportunities for students to find success have been carved out through the MTSS approach.

For a full accounting of McLane’s current school budget and expenditures, each year the [Single Plan for Student Achievement \(SPSA\)](#) is developed and made available for review.

Schoolwide Learner Outcomes

Prior to the 2021 school year McLane High School was aligned to four district goals:

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

2. Goal 2 - All students will engage in arts, activities, and athletics
3. Goal 3 - All Students will demonstrate the character and competencies for workplace success
4. Goal 4 - All students will stay in school on target to graduateOur School and District has a shared commitment that Every student can and must learn at grade level and beyond. Every student moves a minimum of a grade level each year.

Perception Data

Approximately 51% of students in 2019-2020 felt that there was at least one teacher or adult on campus who cares about them. This is a slight increase from 2018-2019 when 50% of students felt there was at least one teacher or adult on campus who cares about them. Seniors at 66% felt stronger about this statement than the other grade levels in 2019-2020. The main student subgroup that did not feel as strong as other subgroups include Hispanic regarding there being an adult on campus who cares about them. Similarly, in 2019-2020 approximately 47% of students reported they felt like they were a part of the school. This belief was consistent during the past three years. Our main student subgroup that did not feel as strong as other subgroups for this question was our African American population.

In 2019-2020, 93% of parents reported they felt respected and welcomed at McLane. Also, during this year 90% of parents felt that McLane provides a safe and secure environment for their children to learn.

During the 2019-2020 school year, 72% of students were engaged in arts, activities, and/or athletics. Seniors were the most involved at 87% and sophomores were the least involved at 60%. The least involved student subgroup was Hispanic at 70%. EL students also had a lower participation rate at 62%.

Summary of Profile

We desire for all students at McLane High School to achieve our schoolwide learner outcomes with ongoing support from staff members who care about their success. We are proud of our strong commitment to helping our students grow to become well-rounded individuals who have the capacity to achieve goals they set for themselves.

Through examination of our data and programs, the following areas have been identified as McLane High School's critical student learner needs:

Need #1: Improve performance for all students in Common Core State Standards as measured by CAASPP with attention to narrowing achievement gaps for subgroups (EL, students with disabilities, and African American students).

Although some progress has been made in student achievement results, there has been little to no growth for certain student subgroups. Due to our students not testing due to Covid-19 in 2019-2020, we continue progress monitoring our students through iReady Diagnostics and CFA's in each grade level content area GVC to establish our baseline and student growth. Below is the most recent data we have from the CAASPP result in 2018-2019.

Evidence Supporting Need #1:

- 36.6% of 11th graders met or exceeded standards on the ELA CAASPP
- 10% of 11th graders met or exceeded standards on the Math CAASPP
- 38% of African American 11th graders met or exceeded standards on the ELA CAASPP
- 12.5% of African American 11th graders met or exceeded standards on the Math CAASPP
- 0% of English Learners in 11th grade met or exceeded standards on the ELA CAASPP
- 1.85% of English Learners in 11th grade met or exceeded standards on the Math CAASPP
- 0% of students with disabilities in 11th grade met or exceeded standards on the ELA CAASPP
- 0% of students with disabilities in 11th grade met or exceeded standards on the Math CAASPP

Need #2: Continued support of our 9th Grade Intervention utilizing CORE resources from the Bill and Melinda Gates Foundation. The purpose of this grant is aligning ELA curriculum to Common Core standards. Our goal at McLane is student engagement of all 9th graders and tracking their progression as they continue on to graduation.

Although some progress has been established, due to Covid-19 we have not been able to continue our blended-learning model, pulling out student groups utilizing our TSA's to further the learning that was started in each individual classroom. Currently at McLane we have 596 9th graders enrolled.

Evidence Supporting Need #2:

- 35% of 2020-2021 Freshman class are categorized as "not ready" to enter high school
- 41% EL students are categorized as "not ready" for high school
- 44% of our 9th grade African American population are categorized as "not ready" for high school
- 67% of student with disabilities are categorized as "not ready" for high school
- 41% of 9th graders enrolled in CTE programs
- 70.8% involved in Goal 2 activities for 2019-2020 school year

CHAPTER III: SELF-STUDY FINDINGS



Category A

Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Focus Group Members:

Monorith Arun — CTE Coordinator
Erica Avina-Garibay — Spanish Teacher
Andrea Flores — Head Counselor
Henry Garcia — Head Custodian
Suzy Ghaltas — Athletic Trainer
Robert Hayes — English Teacher
Jessica Ketchum — Art Teacher
Ligia Marceau — Special Education English Teacher
Michelle Martinez — Special Education Math Teacher
Clare McGarvin — Librarian
Jennifer Pritchard — Counselor
Sean Salehi — Band Teacher
Bianca Shorte — English Teacher
David Shumaker — Social Science Teacher
Donna Sirimarco — Special Education Social Science Teacher
Marcus Spencer — Teacher
Aaron Sputje — Theatre Teacher
Isaac Thornton — Science Teacher
Ge Vang — Math Teacher
Jeffrey Woods — Social Science Teacher
Brian Wulf — Principal

ACS WASC Category A.

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Within the charts below are all criterion from Category A, including indicators with prompts. Findings for these have been outlined and the supporting evidence referenced can be found [here](#).

<p>A1. Vision and Purpose Criterion</p> <p>The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and academic standards.</p>	
<p>A1.1</p>	<p>Vision – Mission – Schoolwide Learner Outcomes – Profile</p> <p>Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.</p> <p>Prompt: <i>Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research, and an overall belief that all students can learn and be college and career ready.</i></p>
<p style="text-align: center;">Findings Supporting Evidence</p>	
<p>The school has written a mission statement to reflect the district’s A-G requirements. Our mission statement is based on educational research, best practices, and student needs. Students are driven to graduate from McLane with the requirements to attend college.</p> <p>As a staff, we have identified several areas of growth including the use of common formative assessments in professional learning communities (PLCs), incorporating strategies for student engagement, and the establishment of common literacy practices across disciplines. Additionally, counselors monitor student progress toward graduation, and create the master schedule, which is used to appropriately place students. McLane operates within the district LCAP system to allocate funds to SPSA identified goals to support student achievement. McLane aligns courses to meet A-G requirements, promote AP</p>	
<p style="text-align: right;"> · McLane Buyback Presentation · FUSD Vision and Mission · School/Community Profile Data · Achievement Data </p>	

programs, create linked-learning pathways, encourage participation in CTE, and foster well-rounded student growth.

Leadership and staff believe this articulates the purpose of the school to meet our current needs which are in alignment with the district goals. Our staff has been involved in improving our PLCs and have developed SMART goals to make progress towards realizing our mission and vision as well as developing best practice lessons to help students become college and career ready graduates. Throughout the past four years, our staff has been involved in the work from Learning by Doing.

Current schoolwide learner outcomes now align to the new district Graduate Profile established in 2016. The results are providing a consistent message to all Fresno Unified stakeholders that our vision, mission, schoolwide learner outcomes and district graduate profile are all aligned. This is resulting in greater efficiency to provide students tools to reach their college and career goals.

The Fresno Unified School District Board of Education has established core beliefs, commitments, and four overarching goals that are designed to directly support all FUSD schools including McLane High School. Fresno Unified is committed to preparing college and career ready graduates. To achieve this level of readiness, every student can and must learn at grade level and beyond. We have a deliberate, intentional culture of learning with high expectations where every day, every educator and every student seek to learn and strive for growth. We support and challenge each other to stay focused on what matters most: ensuring that in every classroom our students are engaging with relevant, challenging content, taking ownership for their learning, and improving every day. Through these goals, Fresno Unified School District has established the purpose for the entire district to improve opportunities and outcomes for students.

McLane High School utilizes collaborative techniques to monitor student success. A key component of these processes is the use of pathways programs. The pathways programs available to all students at MHS are the Medical pathway, Business, Finance and Entrepreneurship Academy, Education Pathway and ArtVenture Academy. Most teachers within the pathways at

· [Fresno Unified Graduate Profile](#)

· [Fresno Unified Board Core Beliefs and Commitments](#)

	<p>MHS are provided time to meet during common prep periods. Prep time outside of the school day is also provided to develop and monitor curriculum goals, vertically articulated and meaningful performance tasks, and applications of learning to support students' success in soft skills and learning within the pathways. These pathways provide students with opportunities to engage in cross-curricular projects and, by design, focus three sets of eyes on each student over the course of year to monitor the student's grades and behavior. Pathways also make it possible to promote the ideas of exploration, experience, and awareness through connections with industry partners. As we work to promote skills and character competencies in our students, our linked learning pathways are continually active in encouraging students to demonstrate learning through real world applications. At McLane High School we utilize broad district goals of encouraging students to be involved with their learning, engaging in activities, demonstrating character competencies for the workplace, and staying on target to graduate in a variety of possibilities to foster student learning. Every year, our school follows a process of self-reflection, where we develop and evaluate the strategies used in the previous year, to determine a best course of action our school will need to take to support our students.</p> <p>Our decisions are based on data gathered from the LCAP meetings held at school sites with parents and students; school climate surveys of students, parents, and staff; data regarding behaviors as well as grade data; and performance data on state and national exams.</p> <p>As we work to promote the schoolwide learner outcomes, our staff and stakeholders agree that the direction we are heading in supports the FUSD goals and graduate profile. While we have not yet grown to the level we would desire, we have built systems that allow our school to make progress towards these goals. These include policies to help guide our work and support our three critical student learner needs.</p>	
<p>A1.2</p>	<p>Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes</p> <p>Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.</p>	

<p>Prompt: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.</p>	
Findings	Supporting Evidence
<p>Since the last WASC visit in 2014, our school has reviewed the mission, vision, and developed the schoolwide learner outcomes to the needs of our students. During annual back to school nights, and open houses, our parents and students are informed about the goals and expectations for students.</p>	<ul style="list-style-type: none"> · Meeting Agendas
<p>The McLane instructional focus is guided by our vision of preparing college and career ready graduates. Teachers have also used the schoolwide learner outcomes as they move through units to demonstrate to students' what skills they will need in their lessons while also providing relevance. Each year the action plan and follow-up areas identified as part of the previous self-study have been reviewed as part of the development process for the SPSA. This process includes students, parents, and staff on the school site council (SSC). Included in this process is the review of the data both of overall student performance and indicators that support our critical student learner needs. As part of the process the SSC and the English Language Learner Advisory Committee (ELAC) review the data as well as progress on the critical student learner needs and these groups ask critical questions related to our school's progress towards our stated goals and progress on the schoolwide learner outcomes. These points made by these stakeholders are then shared and reviewed by the department chairs and staff.</p>	<ul style="list-style-type: none"> · School Site Council Minutes
<p>On a yearly basis, the vision, mission, and schoolwide learner outcomes are revisited in different venues by stakeholders. The annual process of using the salient data to write our SPSA has included multiple stakeholders and is an effective way to set SMART goals based on data chats held in multiple venues with multiple stakeholders.</p>	
<p>Members are elected to the School Site Council, DLAC, and ELAC. WASC self-study includes parents, certificated and classified employees, and students for input.</p>	

A1.3 Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP

Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, schoolwide learner outcomes, and district LCAP.

Prompt: Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>McLane High School consistently communicates the mission, vision, and schoolwide learner outcomes to the students, staff, parents, and the community. The school communicates these in a variety of ways. Prior to the 2018-2019 school year, the McLane website was updated to include an easy to reach link to the vision and mission statements of the school, along with a link to the schoolwide learner outcomes. Posters of learner outcomes are displayed in classrooms and students are provided a copy of the McLane Student/Parent Handbook at the beginning of each year.</p> <p>The School Site Council (SSC) revisits many of the rules as well as dress code to decide what worked and what may need to be changed prior to the handbook being published. McLane also has a student advisory board that meets on Tuesdays to discuss how to promote culture on the McLane campus. The principal communicates expectations and other important upcoming events with his weekly school messenger announcements.</p> <p>Each year the ILT revisits the mission and vision statements to ensure continued focus for all stakeholders. In the 2019-20 school year the mission was revised to include the instructional language which represented the work being accomplished by professional learning communities.</p> <p>The counseling team promotes the mission and vision during parent presentations at back-to-school night and other parent meetings. Parental input is vital in the development of the district LCAP report; and as such, the district hosts LCAP meetings at each of the high schools to share and gather information from parents leading up to the completion of the</p>	<ul style="list-style-type: none"> · McLane Website · Parent Student Handbook · Learner Outcome Posters · McLane Dress Code · Student Advisory Board Meeting Agendas · School Messenger · ILT Agenda Minutes · McLane Faculty Handbook · LCAP Meeting Agendas

<p>district LCAP report. It can also be found on the parent section of the McLane website. There are meetings with students from all high schools held at a district designated site where the state and federal department hosts and solicits student voice and input to the LCAP.</p> <p>Not only do parents participate by completing surveys, but they also contribute by participating in McLane’s bi-monthly coffee hour where they are able to tour classrooms and learn about the different social emotional support systems on campus.</p> <p>McLane also has a continually active and supportive culture and climate team that meets monthly. Their role is to analyze a variety of data sources, including survey and behavior data, to address the school climate.</p>	<ul style="list-style-type: none"> · Parent Surveys · Coffee Hour Agendas · Climate and Culture Team Meeting Agendas
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A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the schoolwide action plan and its relationship to the Local Control and Accountability Plan (LCAP).

<p>A2.1</p>	<p>Understanding the Role of the Governing Board and District Administration</p> <p>Indicator: The school community understands the governing authority’s role, including how stakeholders can be involved.</p> <p>Prompt: <i>To what degree does the community understand the governing authority’s role, including how stakeholders participate in the school’s governance.</i></p>	
	<p>Findings</p>	<p>Supporting Evidence</p>
	<p>The Fresno Unified School District (FUSD) School Board (Governing Board) is an elected body of seven board members. Board members are elected by community members that live within the seven designated areas based on the High School Regions. During the November 2018 election, three new board members were elected to replace retiring or outgoing board members, including a new board member, Veva Islas, to represent the McLane High School Region. Students and parents are frequently invited to and are recognized at school</p>	<ul style="list-style-type: none"> · FUSD Board Agendas

<p>board meetings. Board meeting dates, agendas, and minutes are posted and shared through FUSD district website. The board members have the responsibility of overseeing a district of roughly 74,000 students and 10,000 employees.</p> <p>The board members' primary duty is to oversee the district through establishing and revising district policies and procedures and creating an annual budget. The Board meets twice monthly on the 2nd and 4th Wednesday of each month at the FUSD Education Center.</p> <p>The Governing Board fulfills four major leadership roles for the district and partners with the superintendent on all major decisions that come before the school board. The first role is creating and establishing a long-term vision for the district. This vision is created through offering avenues for community and staff input as needed. The district established four district wide goals and core beliefs for the term of 2008-2013. In 2014- 2019, FUSD renewed four district wide goals and core beliefs. The second role of the board is setting the overall structure for the district. These responsibilities include the selection and employment of the Superintendent, adopting policies, establishing district-wide curriculum, budget, and the structure of the Collective Bargaining Agreement (CBA) between FUSD and Fresno Teachers Association (FTA). The board annually evaluates the superintendent based on a system and objectives which both the board and the superintendent have agreed upon.</p> <p>The third major role of the Board is providing a voice of accountability for the surrounding community for district programs, fiscal services, and personnel as needed. The fourth major role of the board is providing community leadership and working as an advocate at the district, state, and federal level for the students of Fresno Unified School District. The board is provided authorization to fund or create programs that do not contradict with existing laws. The board has the power to provide duties to a designated individual or the superintendent; however, the board carries full responsibility for the outcomes of those delegated. The Fresno Unified School Board works with the superintendent to assess the needs of the district and continually evaluate the effectiveness of initiatives that have been implemented. Additionally, the board holds workshops</p>	<ul style="list-style-type: none"> · FUSD Board Meeting Schedule · Collective Bargaining Agreement · FUSD Core Beliefs and Commitments
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where they review current data indicators to ensure that Fresno Unified goals are in line with students' educational needs.

Based on LCAP, Goal 2 of the district to have students engaged in the arts, activities and athletics an increase of funds for staffing have been allocated by hiring school resource officers, coaches, social workers and counselors. Increased support and increase in counseling staff provide ways to address social emotional needs. Facility improvements have had a positive impact on engagement. Infrastructure has not been overlooked either, including a floor resurfacing in the gym and solar panels in the parking, FUSD home athletic stadium has been completed on McLane's campus, new aquatic stadium, CTE multimedia studio, JROTC indoor firing range and we are looking forward to the completion of our library in early 2021.

School board meetings are posted and open to the public, and summaries of the school board meetings are emailed to FUSD employees. The principal attends regular meetings with the district representatives and holds site admin meetings to ensure a unified approach for school improvement. Based on the school board and district administration team there is an alignment of Common Core State Standards and California Standards for the Teaching Profession (CSTP's) to teach and learn in the most effective and efficient way possible. As professional staff, we reflect this through our work produced in lead teacher meetings and PLT meetings. These meetings have four guiding questions for lesson and common formative assessment development. The roles and responsibilities are clear and professional development opportunities are regularly offered to the staff for continuous improvement. There are four key board policies that have been implemented to support decision-making at the school site and increased student achievement: aligned instructional system, theory of action, professional learning policy, and data dashboard. These are described in this section below; further discussion of how they inform our work at McLane will follow.

The FUSD board policy that focuses on creating an aligned instructional system is a comprehensive theory of action with a focus on the classroom. Foundational to this system is the alignment of student content standards and the California Standards for the Teaching Profession (CSTPs), purposeful

- LCAP Meetings
- School Site Council

- [CSTPs](#)
- Professional Learning Community Agendas

assessments, intense and specific planning, and effective targeted instruction. The key elements of the FUSD aligned instructional system are:

- Standards-Based: this includes, but is not limited to, the California state content standards for students, CSTPs, and the Fresno Unified standards for leaders.
- Purposeful Assessments: all challenging district curriculum must be supported by classroom-based assessments of and for learning.
- Intense and Specific Planning: based on assessment for learning, great attention must be paid to every student's unique learning needs CSTPs
- Effective Targeted Instruction: based on assessment and planning, powerful instructional approaches should be used, maximizing teacher expertise and creativity.

The Aligned Instructional System commitment outlines that all students will be supported in reaching their individual educational goals. Each student will learn the same standards but, when necessary, reach them using differentiated time, resources, and approaches. Leadership and accountability at all levels are essential but are not attached to specific roles or official titles. Actions that demonstrate leadership are expected from everyone. We support risk-taking and learning from setbacks in our support of success. Accountability is defined as being responsible to peers and colleagues in the pursuit of learning. All learners are expected to take responsibility for their learning. This includes students, teachers, staff, administrators, parents, families, community, the superintendent and the Board. There are content and performance standards for all learners.

The Theory of Action focuses on the need for a significant increase in support for all, through:

- Building capacity for all learners
- Professional development
- System capacity
- Infrastructure
- Engaging to collaborate
- Directing resources where required
- Piloting new ideas

· [Board Theory of Action](#)

<ul style="list-style-type: none"> • Empowering schools will follow demonstrated performance <p>The board recognized the need for dramatic changes and improvements throughout the entire system and felt it necessary to increase the expectations of all learners. This work is about significantly improving opportunities for all learners and is outlined in the Fresno Unified Board Policy called the “Theory of Action.” The Theory of Action specifies that change is deliberate and intentional. Establishing and operating an effective Aligned Instructional System is not simply making the current system work better. The roles and responsibilities of every Fresno Unified employee and community member and all processes related to our core business of teaching and learning will need to be continuously reviewed. Accordingly, effective change management leadership by all, supported by a comprehensive internal and external communication system, is required. It is the intention and commitment of the board that the Theory of Action provides a stable, long-term framework for improving student achievement in the Fresno Unified School District.</p> <p>The purpose of this policy is to support the Fresno Unified Board Policies. Professional learning is centered on empowering employees to engage in continuous improvement and extend learning throughout the entire district. In a well-functioning school district, professional learning is part of a seamless process of tightly linked instruction and improvement for adults and students. For professional learning to work as a cumulative learning process, it must be connected to the practice of improvement, which requires focus, knowledge, persistence, and consistency over time.</p> <p>The purpose of the Fresno Unified data dashboard is to establish the strategic indicators that the Superintendent regularly uses to communicate progress and improvement to the Governing Board and public. These indicators provide a snapshot of the operational health of the District and progress towards the Boards strategic goals. The data dashboard enables stakeholders to monitor District performance. The purpose of the data dashboard policy is to improve the oversight and communication of District performance. This is supported by the Board adopted policies on Core Beliefs and Commitments, Theory of Action and Management Oversight.</p>	<ul style="list-style-type: none"> · Teacher/Administration Led Break-Out Sessions · CA Dashboard · Power BI
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<p>Fresno Unified School District Board structure and policies do clearly provide the overarching guidance and vision that allows McLane to address Critical Student Learner Needs and Schoolwide Learner Outcomes both directly and indirectly as mediated by LCAP</p> <p>Fresno Unified School District has clear policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction, and support methodologies. Fresno Unified policies on technology includes all the policies outlined in the district acceptable use policy. The summary of this policy includes: “Acceptable use of District Technology occurs where the primary purpose of such use is to improve student learning and prepare students to be career ready graduates. By using district technology and networks, learners implicitly agree to the terms of this acceptable use policy. If a learner is uncertain about whether a particular use is acceptable, he or she should consult a teacher, administrator or other appropriate district personnel.”</p> <p>Currently, McLane High School students are provided opportunities to take courses online to achieve credit recovery. Fresno Unified currently uses Edgenuity as its course content provider. Online courses are offered during the regular school day and as part of summer school offerings. Having these online courses available allows students to get back on-track for graduation and for A-G purposes. McLane High Schools also offers various opportunities for online curriculum. This includes a Springboard online option in which students have various access to resources. Big Ideas is offered as an online platform that includes math practice, homework, and quizzes tasks. History and social science classes are using the Impact online curriculum to engage students in activities that are aligned to the state standards. Through the online platform, there are also SyncBlast current events that can be accessed by teachers to support students in real-world events tied to learning the history and Social Science State standards.</p> <p>Many classrooms at McLane High School have laptop carts, where students can access the internet through the school’s WiFi.</p>	<ul style="list-style-type: none"> · Khan Academy · Destiny · Impact-Social Science Curriculum · Edgenuity · Nearpod · Microsoft Teams · Illuminate Ed · I-Ready · Technology Updates · Teacher Librarian Professional Development · Staff Development Trainings · School Ready Bud WiFi
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A2.2 Relationship between Governing Board and School

Indicator: The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

Prompt: *Provide examples of how stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.*

Findings	Supporting Evidence
<p>Professional staff support the goals of the Governing Board through teacher evaluation and supervision process (on the iAchieve system), walk-throughs, and professional development both prior to school starting and throughout the year at buyback meetings as well as set time to meet in PLCs.</p> <p>The governing school board and administration is organized and involved in all aspects and activities in overseeing the district. Through site administration and staff actions, district policies and procedures help shape and guide classroom practices. These policies are clearly established by the Aligned Instructional System, Theory of Action, and Goals. The FUSD Board considers all employees life-long learners and further considers adult learning to be essential in growing students in their learning and growth. This belief establishes the concept that all FUSD employees are responsible and contribute to student achievement.</p> <p>The board believes professional learning is centered on empowering employees to engage in the cycle of continuous improvement and extended learning system wide. This belief is found in the establishment of PLCs and classroom foundations fully implemented in 2011 and supported by regional focus on PLC functioning as the district transitioned to the Common Core standards in the school year 2014-2015.</p> <p>Each classroom teacher is responsible for planning lessons based on classroom foundations where teachers present lessons that include:</p> <ul style="list-style-type: none"> ● Objective ● Instruction Aligned to the Objective ● Assessment 	<ul style="list-style-type: none"> · FUSD Theory of Action · Professional Learning Community Framework · PLC Meeting Agendas · Lead Teacher and Regional Lead Teacher Agendas

	<ul style="list-style-type: none"> • Closure <p>Teachers utilize board and district goals at a site level to guide the planning and implementation of instruction with a focus on ensuring that every student learns at least one grade level every year. McLane uses the district graduate profile to guide students through A-G courses using district approved curriculum.</p>	
<p>A2.3</p>	<p>Uniform Complaint Procedures</p> <p>Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.</p> <p>Prompt: <i>Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1)</i></p>	
<p>Findings</p>		<p>Supporting Evidence</p>
<p>Fresno Unified School District provides a Uniform Complaint Procedure form in three languages on the district website (English, Spanish, and Hmong). The Uniform Complaint Procedure is followed closely by the district and is carried out in an unbiased way regardless of the school site. McLane not only follows the Uniform Complaint Procedure set out by Fresno Unified, but also informs parents of the procedure in three different ways.</p> <p>The Uniform Complaint Procedure is first contained in the parent handbook which is passed out to students to be taken home at the beginning of the school year. Parents are required to sign various documents within the handbook, which ensures that the UCP makes it into their hands. The UCP is then explained and readdressed with parents at the annual Title 1 meeting and the School Site Council meetings, helping to ensure that parents have a clear understanding of not only the process, but the timelines outlined in the UCP. At the Title 1 meeting, administrators guide parents through the UCP and other important documents in the time before class visits during Back-to-School Night.</p> <p>The UCP and other foundational documents are also discussed in McLane's Parent's Coffee Hour. The Parents Coffee Hour is a program aimed at providing information to the parents of</p>		<ul style="list-style-type: none"> • FUSD Uniform Complaint Procedure Form • Back to School Night Agenda

	<p>McLane through the Spanish resource counselor on our campus. The meetings are well attended and help to ensure that parents whose first language is not English are informed of important and essential information, like the UCP.</p>	
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A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

A3.1 Broad-Based and Collaborative

Indicator: The school’s broad-based, collaborative planning process is a continuous improvement cycle that (a) assesses data to determine student needs, (b) collaboratively determines and implements strategies and actions, and (c) monitors results and impact on student success.

Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>McLane High School implements a planning process that has a variety of opportunities for stakeholder input that make it very broad-based and collaborative. Interactive staff meetings are an integral part of planning and implementation of school effectiveness and continuous improvement. The atmosphere of staff meetings is collaborative, and solutions oriented. The school provides opportunities to foster a sense of collaboration and a sense of community among all staff, such as quarterly staff appreciation luncheon and staff potlucks. Breakout sessions at staff meetings allow teachers/staff to discuss and gather data concerning the needs and effectiveness of current practices, both for policies and student progress.</p> <p>Findings from these breakout staff meetings are typically brought back to a whole staff meeting. An open-door policy encourages staff and administration to discuss any need as it arises. Teachers are supported individually and collectively, and funds allocated for professional development are implemented in many areas. Teachers attend professional development training and bring back ideas, curriculum, and methodology to</p>	<ul style="list-style-type: none"> · FUSD Cycle of Continuous Improvement (CCI) · Institute Day Agendas

share during staff meeting presentations and department groups. Schoolwide strategic plans are updated to support specific student groups, including the use of LCAP funding. McLane High School has implemented a collaborative process to provide intervention for struggling students. iReady assessments can be used to identify student needs, including, but not limited to, using alternative teaching methods, changing curriculum, providing outside tutoring and peer tutoring, having weekly check-ins, and working with the students with disabilities staff for additional suggestions.

The McLane High administrative and teaching Professional Learning Communities (PLCs) are focused on the analysis and synthesis of student achievement data to inform programs and progress toward state, district, and site SMART goals. Prior to the beginning of each school year, site administrators and lead teachers analyze standardized assessment information (CAASPP), District Interim Core Assessment data, and PLC Common Formative Assessment (CFA) data to identify areas of strength and areas of academic need. The results of standardized assessment data analysis are used in the following three ways:

- To drive instructional decision-making at the leadership and professional learning community levels.
- To drive the creation and implementation of action plans to address assessed areas of need.
- Work with Professional Community lead teachers and Department Chairs to craft professional development to address assessed areas of strength and weakness.

All content area teachers at MHS are expected to teach in support of the Common Core State Standards, schoolwide learner outcomes, and use research-based practices and instructional strategies (District Instructional Practice Guides). One of the commitments that McLane High has made to increase student ownership of and engagement in the learning process is the goal for teachers to post and explicitly state daily learning objectives. The systemic application of strategies to measure and monitor progress toward Schoolwide Learner Outcomes is in development. This is being led by the data driven results for iReady testing.

· PLC SMART Goals and Agendas

· Instructional Practice Guides for [Literacy](#) / [Math](#)

	<p>McLane High organized additional programs that included real-work experiences for our students. McLane High has Pathway courses that are high interest and allow students to engage in career experiences and learning they would not otherwise have. As a result, of these additional courses, students are more engaged in the learning and have greater interests in different careers. These Linked Learning Pathways are overseen and facilitated by a site level Pathway Coordinator to ensure student achievement in college and career readiness. Teachers within the Pathways at McLane High are provided time to meet during common prep periods, time outside of the workday, and summertime training. Preparation time is provided to monitor students' grades within the pathways, construct curriculum (including cross-curricular projects), assess student behavior, and hold parent conferences to address academic and behavioral concerns. Furthermore, PW Coordinators provide research, examples, and materials to enrich the program that a PW Coordinator has received from a training or previous experience.</p> <p>Site leadership performs walkthroughs in order to support student learning through five foundational tenets: Culture of Learning, Challenging Content, Ownership, Every Student and Improving Every day. These tenets allow site leadership to provide feedback to individual teachers and Accountable Communities to ensure that students are learning at a level that is commensurate of expectations. McLane's Instructional Leadership Team (ILT) meets monthly to discuss data, best practices and to address gaps in learning for our students. Every department has a Lead Teacher representative who then takes the learning and information to their Professional Learning Teams in order to implement and improve outcomes for students. Professional Learning Teams meet regularly with time built into the instructional day to plan, analyze data and discuss interventions to support student learning.</p> <p>McLane High has made progress in making the Continuous Cycle of Improvement part of the culture, but work remains.</p>	<ul style="list-style-type: none"> · District Professional Development · Site-Based Professional Development · Staff Meeting Agendas
<p>A3.2</p>	<p>School Action Plan Correlated to Student Learning</p> <p>Indicator: The school's action plan is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.</p>	

<p>Prompt: <i>How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?</i></p>	
Findings	Supporting Evidence
<p>McLane High School’s school action plan is directly correlated to and driven by the analysis of student achievement toward personalized future college and career goals. McLane’s budget provides for additional support for low-income, English learners, and foster youth students. This allows for curriculum, tutoring support, and enrichment activities (including art, music, and physical education).</p> <p>The School Site Council (SSC) annually reviews achievement data to approve a viable plan (SPSA) that focuses on improving learning. The Single Plan for Student Achievement (SPSA) exists not only as a mandated document; it is the annually revised working plan to guide all school improvement initiatives in alignment with WASC action plans and student achievement data goals. The SSC is comprised of teachers, students, staff, and parents, meeting monthly. Central to the discussions and agenda of this body are trends seen in data, meeting the needs of all students as they progress toward schoolwide learner outcomes realization and ways of transforming the culture to one of academic achievement. The SSC is dedicated to increasing student performance through programs that develop students socially, emotionally, behaviorally and academically.</p> <p>McLane’s SPSA is the baseline for the goals created to meet student achievement. Expenditures to meet this goal:</p> <ul style="list-style-type: none"> ● Supplemental Salaries for Certificated Teachers: math, English, and science teachers have all accessed supplemental contracts to increase planning time in support of student achievement ● Teachers providing AP courses have also accessed supplemental contracts to plan rigorous curriculum with colleagues and debrief best instructional practices. Funding will continue to be set aside to support curricular planning. ● Local Mileage for Attendance & Social Work Services 	<ul style="list-style-type: none"> · FUSD LCAP · McLane High School SPSA · School Site Council Agendas/Minutes

	<ul style="list-style-type: none"> • Funds are being accessed by classified support staff to make home visits • Funds to purchase supplemental materials to support instruction in all core classrooms: Funds are made available to the teachers to support their circular units. • Teachers use the funds to purchase supplies such as protractors, compasses, notebooks, calculators, consumable science lab supplies, and supplemental reading books to support the core curriculum. • Supplemental Contracts for Teachers on the Climate and Culture Team • Supplemental Contracts for Link Crew Teachers • School budget of \$25k for: teacher PL for conferences, materials for rallies and activities; and incentives for student participation • Supplemental Contracts for Climate and Culture Teachers • Classified Support to decrease chronic absenteeism (Child, Welfare, and Attendance) • Funds to pay for a classified employee to provide daycare during parent involvement meetings, such as ELAC, SSC, and SARB meetings. • Funds to pay for services directly related to parent participation. 	
<p>A3.3</p>	<p>Collective Accountability to Support Learning</p> <p>Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.</p> <p>Prompt: <i>Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.</i></p>	
	<p>Findings</p>	<p>Supporting Evidence</p>
	<p>McLane High School provides many opportunities for staff to provide feedback and elicit decisions. The opportunities for staff include department meetings, Culture and Climate Team meetings, Instructional Leadership Team meetings and whole staff meetings.</p>	<ul style="list-style-type: none"> • Department Meeting Agendas • Climate and Culture Team Agendas • ILT Team Agendas • Staff PLC Meeting Agendas

	<p>In the Department Chair meetings, various heads of the departments on campus meet to discuss concerns in their departments as well as discuss policy and practices around campus. These meetings are also an avenue for departments to communicate to the administration. Department chair meetings are very much focused on logistics and school business. Information is then communicated out through the department meetings. Department Chairs also use these meetings with their departments to collaborate on common practices.</p> <p>ILT is a group of teachers that focus on improving instruction to inform student learning. The team composition has fluctuated throughout the past three years, consisting of PLC leads in 2018-2019, teacher leads from various content areas in 2019-2020, and Department Chairs and PLC leads in 2020-2021. Each group of representatives have come together to discuss instruction in their various disciplines. The ILT as a body is responsible for informing change on campus as far as curriculum and instruction. ILT has been responsible for a portion of PL series for the past few years. ILT facilitated learning includes Academic Discourse, English Learner instructional supports, relationship building, research based instructional strategies.</p> <p>Other PL has included Culturally Responsive Teaching, Student Ownership, English Learner Instruction and Monitoring, Cultural Proficiency, Online tools (NearPod, Teams, etc.) as well as Classroom Environment and Social Emotional Teaching.</p>	<ul style="list-style-type: none"> · Department Chair Meeting Agendas · PL Agendas and PowerPoint Presentations
<p>A3.4</p>	<p>Internal Communication and Planning</p> <p>Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.</p> <p>Prompt: <i>Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.</i></p>	
	<p>Findings</p>	<p>Supporting Evidence</p>
	<p>Effective and clear communication are universally valued ideals, and we are looking for ways to improve.</p>	<ul style="list-style-type: none"> · Principal Weekly Message · Staff Surveys · Microsoft TEAMS

McLane has some structures in place to support communication, planning, and resolving differences. These include meetings for ILT, PLCs, and department chairs for staff. All these platforms allow a forum with site leadership to problem solve issues, share positive things happening on campus and to grow professionally as a staff. Administrators and counselors meet weekly.

Communication is also done through Microsoft Teams and email. These typically share reminders for PLC work, sports schedules, or upcoming events to engage staff and students. Not all staff members use Teams, and many staff members do not regularly check their email. Teachers communicate with one another about student behavior and grades by using ATLAS.

There is also the district uniform complaint procedure, explained in the teacher and parent handbooks, found on our website, and posted in each classroom, where the stakeholders can find information on resolving differences. Site administration supports conflict resolution on site, and all staff have the option to submit formal complaints to ensure that the process is documented.

Most administrators on campus communicate weekly to staff. The principal sends out a weekly communication to all staff members, and most VPs send out communication regarding their duties for the week so that teachers know where to find them. Often communications are not sent out to teachers when administrators are off campus for extended periods of time (e.g. during an illness or family emergency). All administrators have open door policies and can be found easily on campus for in-person communication. Emails are sometimes but not always answered promptly by administrators.

Often during the school day, office staff members communicate with teachers via the intercom. This is not always effective, and we can work to improve communication between office staff and teachers.

Administrators, counselors, campus assistants, and several other positions on campus always carry radios to communicate about safety concerns and emergencies. Protocols are followed by all people using radios.

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systemic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1 Qualifications and Preparation of Staff

Indicator: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

Prompt: *Evaluate the effectiveness of district and school procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities. Evaluate the effectiveness of the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>Fresno Unified has clearly written policies, practices, and qualifications for employment related to all staffing positions in the district. The policies, practices, and qualifications are in alignment with California Education Code. FUSD is committed to recruiting, retaining, and growing a high performing workforce.</p> <p>Applicants for teaching positions at McLane High School must be highly qualified with appropriate credentials to be considered for a position. FUSD interviews all teachers to determine if they meet the required criteria and possess a level of mastery. Applicants who meet multiple measures are contacted by Human Resources (HR) and are offered first-level interviews. Once the teacher is vetted by FUSD, McLane is provided with a list of teachers, by subject area, who are eligible for interviews.</p> <p>When a candidate has been selected, HR contacts the applicant to offer employment. The offer is contingent upon background screening, TB screening, and Board approval. Board approval or notification is required for all management positions. Following the offering of employment and background clearance, the</p>	<ul style="list-style-type: none"> · FUSD Human Resources · FUSD Hiring Procedures · Ed Code 44250-44279 · AR 4112 Personnel

applicant meets with an HR representative to complete and review a hiring packet and sign a contract. McLane's principal and administrators follow the FUSD HR hiring processes.

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FUSD offers programs to train teachers, such as internships and partnerships with various teacher colleges such as Cal State University Fresno and Fresno Pacific University to offer student teachers opportunities to practice with experienced teachers at the school. Short-Term Staff Permits and PIPs are considered in areas of teacher shortage within FUSD, such as mathematics and science. All McLane teachers and paraprofessionals are fully qualified for assigned areas based on district certification requirements, teaching with a credential, in an internship, or STSP/PIP. McLane also employs an Instructional Coach to support teachers with the implementation of Common Core and building capacity in others through modeling, peer coaching, and peer to peer feedback. Our Instructional Coach works specifically at McLane to support PLCs, as well as side by side

	<p>teaching at all levels. The Instructional Coach observes a variety of teachers teach and visits multiple school sites and classrooms to gain resources and networking along the way to share with the staff at their home site.</p> <p>In addition, there are many opportunities for staff members to grow professionally by attending summer and school year workshops and seminars. McLane’s School Climate Psychologist works with staff on an as needed basis and conducts voluntary after school seminars designed to encourage growth strategies in the area of Social/Emotional Learning (SEL).</p>	
<p>A4.2</p>	<p>Professional Development and Learning</p> <p>Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.</p> <p>Prompt: <i>Determine the effectiveness of the professional development support, time, and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.</i></p>	
<p>Findings</p>	<p>Supporting Evidence</p>	
<p>Before the start of school every year, all teachers participate in two Institute Days where they are trained/retrained in key aspects of Education from mandated reporting, to Special Education compliance. There are an additional three Buy Back throughout the school year (the first one being in August along with the two Institute Days). During the three Buy Back Days, staff have access to multiple professional development topics.</p> <p>New teachers at McLane also receive a folder of important items to know, such as the school phone list, supervision teams and calendar, staff emergency card, and more. New staff members are also given a welcome basket filled with items for their classroom. All teachers receive a copy of the faculty handbook and student/parent handbook. New teachers during the August Buyback have an extra session to review the faculty handbook with knowledgeable staff.</p>	<ul style="list-style-type: none"> · In-Service/Buyback Agendas · FUSD Student Handbook · McLane Faculty Handbook 	

<p>PLCs add an additional layer of orientation and support, as teachers meet with other teachers who are teaching the same subject area. New teachers to the profession who are clearing their Preliminary Credential are supported through the Induction Program which replaced BTSA (formerly the Beginning Teacher Support and Assessment). Our Instructional Coach meets with them regularly to work through this process and provide any support they may need.</p> <p>In addition, the District Teacher Development Department offers Saturday training to new teachers that address: Classroom Management, CHAMPS Trainings, Differentiation for students, EL/SIOP Strategies, etc.</p> <p>Fresno Unified School District offers opportunities for ongoing professional development throughout the year. These opportunities include training in Common Core, subject specific topics, and discipline. The district is also offering professional development for salary increase for teachers already at the end of the salary scale. These opportunities are for teachers by teachers. There are also opportunities for professional development through the Fresno County Office of Education (FCOE). All this professional development is tracked and advertised on the district iAchieve program. Each ILT Lead also facilitates PLT meetings to involve orientation of new staff, preparing and planning for the new year, staying current on best practices in their discipline, and collaborating on common assignments.</p> <p>Part of the district's commitment to teacher development includes the extensive training provided to all first-year Preliminary Credentialed teachers through the Induction Program. This program offers new, as well as continuing teachers, on-campus observations and support, workshops, and partnerships teaching projects where teachers share lessons and expertise. They also exchange ideas while coming together in discrete disciplines (PLCs) to offer a more enriched learning environment for students. The program includes an induction component to ensure that new teachers are working toward compliance with legislation outlined in SB2042 and are proficient in the California State Teacher Induction Standards. In addition to mandated District programs, each department provides additional support for both new and veteran teachers</p>	<ul style="list-style-type: none"> · Induction Program & PAR Program Overview · Learning by Doing Handbook · Department Inservice · PLC Collaborative Lesson Plan Development · Content Managers' Office Hours and Training Schedules · STP, PIP, Intern Summary Brochure with Timeline and Description · New Teacher Meeting Schedules and Sign-in Sheets
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	<ul style="list-style-type: none"> ● Instructional support for English Learners trainings included <ul style="list-style-type: none"> ○ FEP monitoring, redesignation timelines and processes ○ ELPAC administration and expectations ○ In-class support strategies ○ Analysis of content based language demands and cross content supports for ELs ● Instructional Lead Team focused on CAASPP Claims and Targets <ul style="list-style-type: none"> ○ Regional Instructional Lead Team members provided focus on Claims and Targets embedded in CAASPP ○ Specific focus on Juniors in English and Math ○ Instructors embedded practice opportunities throughout curriculum ● Spring 2020 Professional Learning: <ul style="list-style-type: none"> ○ Instructional support for English Learners trainings included RFEP monitoring, redesignation timelines and processes, ELPAC administration and expectations, in class support strategies, and analysis of content-based language demands and supports for ELs ○ Cultural Proficiency training led by Principal Wulf ○ District provided module ○ District provided online on-demand resources for distance learning <p>2020-2021 Professional Learning:</p> <ul style="list-style-type: none"> ● Distance Learning <ul style="list-style-type: none"> ○ Continuance of district provided online on-demand resources for distance learning ○ Site based supports include PLUS Teachers, Instructional Coach, AP/Intervention Coordinator, EL Coordinator ● MTSS Teams meet monthly to review <ul style="list-style-type: none"> ○ Department needs ○ Student needs ○ Data trends - grades, work completion/quality, attendance ○ Collaboratively develop interventive actions to address needs 	<ul style="list-style-type: none"> · PLC Template · Week at a Glance Access
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	<ul style="list-style-type: none"> ● Course Professional Learning Communities <ul style="list-style-type: none"> ○ Meet weekly to collaboratively develop and analyze common formative and summative assessments ○ Team plans and develop Week at a Glance to support school-home communication ○ Discusses intervention needs ● Cultural Proficiency <ul style="list-style-type: none"> ○ District provided modules for staff ○ District provided an online opportunity for Diversity and Inclusion professional Learning through NAVEX Global. ● Instructional Lead Team focused on CAASPP Claims and Targets <ul style="list-style-type: none"> ○ Regional Instructional Lead Team members provided continued focus on Claims and Targets embedded in CAASPP ○ Specific focus on Juniors in English and Math ○ Instructors embedded practice opportunities throughout curriculum 	
<p>A4.3</p>	<p>Measurable Effect of Professional Development on Student Learning</p> <p>Indicator: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.</p> <p>Prompt: <i>Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.</i></p>	
	<p style="text-align: center;">Findings</p> <p>At the beginning of each school year, administrative assignments, teacher assignments, and staff duties are clearly delineated to all McLane teachers during Institute and contractual Buy Back Days. Each teacher is provided a Faculty Handbook outlining and detailing lines of communication and duties in the event of emergencies. A few key elements are explicitly discussed during Buy Back, such as CPS reporting, discipline and safety protocols, and sexual harassment policies. Providing staff with information about how to operate and protect students means that learning environments are safe and secure.</p>	<p style="text-align: center;">Supporting Evidence</p> <ul style="list-style-type: none"> · McLane Faculty Handbook · Phone Lists · Red Emergency Folders

	<p>The McLane High website also hosts a link to the Fresno Unified Common Core website. In turn, this website provides access to resources such as Common Core State Standards, FUSD Instructional Scope and Sequence guides, Common Core Instructional Practices, ACS WASC/CDE Self-Study Report 2017- 18 112 Guide, and other instructional resources. These guiding resources provide information for teachers about the content and necessary skills to be taught in their classrooms.</p> <p>Instructional Practice Guides (IPG) are available for literacy and mathematics that articulate the vision for skillful teaching and learning. The guide describes the core instructional practices that contribute to student learning. Purposes include: 1) lesson preparation; 2) reflecting within PLT's on instructional practices contributing to student outcomes; 3) focused professional learning on standards-aligned practice; and 4) providing feedback on classroom practice.</p> <p>Schoolwide professional learning is a focus at Buyback and after school staff meetings. In the past, we have focused on topics like social emotional learning, increasing student engagement, checking for understanding, and integrating common formative assessments. Each of these topics is used to increase positive outcomes in the classroom and encourage students to learn productively.</p>	
<p>A4.4</p>	<p>Supervision and Evaluation</p> <p>Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.</p> <p>Prompt: <i>How effective are the school's supervision and evaluation procedures?</i></p>	
	<p style="text-align: center;">Findings</p> <p>Coaching and mentoring of beginning credentialed teachers is required and practiced through the District's participation in the Induction Program. Veteran teachers provide additional support informally. Additionally, any teacher who receives lower than Meets Standards in one of the California Standards for the Teaching Profession (CSTPs) during an evaluation has the option for support as they grow in necessary areas. This growth</p>	<p style="text-align: center;">Supporting Evidence</p> <ul style="list-style-type: none"> · FUSD iAchieve Website

can be pursued individually, with on-site assistance from an administrator.

Fresno Unified also offers additional district mandated professional development opportunities on a variety of topics, this includes learning to make sure that all teachers in core subjects are aware of teaching practices needed to ensure that Common Core State Standards are addressed in every classroom.

Content standards and pedagogical training is facilitated on both the district and site levels for the purpose of keeping teachers, and by extension students, focused on learning. For example, our principal allocated funds to send science lead teachers and the department chair to a local conference on Next Generation Science Standards. Even though site administrators work hard to facilitate such experiences leading to professional development, frequently opportunities are passed by due to constrained resources/funding.

Teacher evaluations are on a set timeline and reoccur every two years. The evaluation process is dictated by the Collective Bargaining Agreement between FUSD and the Fresno Teachers Association. Evaluations are carried out through evidence collected during administrator supervision using the Instructional Practice Guide (IPG), assessment through the CSTP continuum, and evaluation of ongoing evidence collected through the iAchieve system.

The entire evaluation process is one year long and in accordance with the Collective Bargaining Agreement. Beginning teachers are evaluated annually, permanent teachers are evaluated every other year, and permanent teachers who have at least ten years of experience and a history of positive evaluations may be placed on a five-year evaluation cycle at the principal's discretion.

Teachers to be evaluated meet with a supervising administrator early in the school year to register on the iAchieve system and electronically sign their intent to be evaluated. This new electronic process was formed in the fall of 2013. Now, the entire evaluation process is done electronically. Currently, teachers meet with their assigned evaluator to discuss the

- [FUSD CBA](#)
- [CSTPs](#)
- Instructional Practice Guides for [Literacy](#) / [Math](#)

	<p>evaluation process and review the CSTPs and the Fresno Unified Continuum of the CSTPs, which provides a rubric describing performance expectations for each sub-element of the CSTPs.</p> <p>Within the first six weeks, the teacher and evaluator meet in a preliminary conference to discuss a focus standard for the year and discuss the entire evaluation plan. Goals are based on the teacher’s self-evaluation required in the iAchieve system. Throughout the year, the evaluator collects evidence and provides feedback, with a minimum of two complete formal lesson observations followed by a post-observation conference. Conferences are also held at the time of formative evaluation (the end of the fall semester) and during the summary evaluation (the end of the spring semester).</p> <p>Should the results of an evaluation indicate the need for further support, teachers have the option of working with their administrator or being assigned to partner with a Teacher Development Coach. Teacher Coaches are responsible for helping to facilitate meetings between evaluator and teacher to come to shared understanding about strategies recommended on the Teacher Development Plan, co-planning with the teacher, sharing instructional strategies to aid in addressing a standard, observing and providing feedback, and obtaining release time for the teacher to observe in other classes. Progress is reviewed at regular intervals.</p> <p>McLane’s experienced staff organizes many of its own professional development opportunities. These tend to be more effective than District mandated training. Strategies for pedagogical techniques ring true when the presenter is a respected peer. The teacher/librarian is particularly effective at discussing our tech needs and organizing voluntary after school sessions for teacher learning. FUSD also provides access to the iAchieve software platform which allows educators to monitor their own progress toward either self-evaluation or a formal evaluation of performance based on CSTPs.</p> <p>Recently, FUSD has opened iAchieve to classified staff as well for monitoring professional development.</p>	
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A4.5	Communication and Understanding of School Policies and Procedures
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Indicator: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Findings	Supporting Evidence
<p>Teachers and Administrators have several avenues for the communication and dissemination of information. Written policies and school handbooks are distributed digitally through email and are available online to all teachers through the McLane High School website. The faculty handbook details the roles/duties of each administrator, counselor, and support staff member. Each teacher is assigned a supervision team (led by an administrator and counselor); teams are communicated in the handbook. The handbook also provides information about student discipline processes, sexual harassment procedures, mandated reporting, and operational practices. During one of the Institute Days in August, one of our administrators reviews the information in the handbook. All staff are provided the same information.</p> <p>The website operates continuously and offers staff the opportunity to access handbook information that includes bell schedules, staff responsibilities, procedures, and a directory of administrative and office staff. Most information in the handbook, including procedures, is reviewed with staff at a Buyback day in August before the start of term.</p> <p>Communication of various committees and decision-making processes are communicated through email and posted on the school website.</p> <p>The principal also communicates weekly through a principal’s newsletter email. His weekly emails include updates on information, data commentary, and guidance for teachers about specific goals we should remember, like working with students to achieve passing scores through flexibility and relationship building.</p>	<ul style="list-style-type: none"> · McLane Faculty Handbook · McLane Website · Principal’s Message

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

A5.1 Resource Allocation Decisions

Indicator: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocation, the district’s LCAP and the school action plan, the school’s vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

Prompt: *Determine the extent to which leadership and staff are involved in the resource allocation decisions. Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the major student learning needs, the student needs identified by the district LCAP and the school plan, the academic standards, and the college- and career-readiness standards.*

Findings	Supporting Evidence
<p>Human, material, physical, and financial resources to support students in fulfilling McLane’s schoolwide learning outcomes start with our regional goals and are tied directly to our Single Plan for Student Achievement (SPSA) created by our School Site Council consisting of parents, teachers, students, administrators, and community members. The School Site Council meets regularly throughout the school year to monitor the school budget, analyze assessment data, and develop a comprehensive plan to meet critical learner needs.</p> <p>The process in developing an annual budget and conducting regular audits is set by Fresno Unified and is based on the needs of the school. The School Site Council reviews the budget annually and monitors the distribution of resources allocated by the district. Anticipated funding for McLane High School will be set according to the unique needs assessed by the Local Control Funding Formula for California (LCFF).</p>	<ul style="list-style-type: none"> · Regional ILT Agenda · CTE Programs · Williams Settlement Compliance Report · McLane SPSA 2020-2021 · ILT Meeting Agendas · After School Program · Summer Bridge Program

A5.2 Practices

	<p>funding for program improvement thus requiring an SPSA. The McLane High School SSC annually approves the budget for these categorical funds and reviews the distribution of resources allocated from these funds for the previous school year. McLane High School participates in internal audits of the school's attendance program and financial activities as conducted by the District.</p> <p>The complete school budget is appropriated and designated by district policy through district personnel. Anticipated funding for McLane High School is set according to the unique needs assessed by the new Local Control Funding Formula for California (LCFF), which includes a base budget and supplemental budgets to support specific needs of our students and families.</p>	<p>· LCFF Report</p>
<p>A5.3</p>	<p>Facilities Conducive to Learning</p> <p>Indicator: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).</p> <p>Prompt: <i>Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.</i></p>	
	<p style="text-align: center;">Findings</p> <p>McLane High School is compliant with the demands and findings of the Williams Act. Site and district personnel regularly monitor our campus facilities and equipment to ensure that each student has equitable access to a safe and adequate environment. Since the last WASC process school has brought in ProScreen to add decals and murals around campus. This made the campus more aesthetically pleasing for the students and staff on campus. The surveillance cameras were updated in 2015 and again in 2018. In 2018 the school upgraded the system again to reduce the number of blind areas around campus thereby making the school a safer place for students. There is a campus assistant (CA) assigned to monitor the cameras on campus all day every day.</p> <p>The library offers not only books, but also technological access and assistance for both students and teachers. Students enjoy</p>	<p style="text-align: center;">Supporting Evidence</p> <p>· Williams Act</p> <p>· McLane Library</p>

	<p>free services such as printing, no fines for overdue books, and access to the site and districts online reading shelves that include copies in audio as well as Spanish. The teacher librarian has also purchased multiple databases to assist students with research projects for various classes in multiple disciplines.</p> <p>The academic counselors, a school psychologist, and social workers have offices on campus, so students have a more personal relationship with the personnel that handle their attendance, counseling, and discipline issues. We have a TSA in the RC (Re-Engagement Center) as well as another Re-Engagement Center Assistant who work with a VP on weekly rotations to help students through whatever difficulties have landed them in the REC. We also have a social emotional room where students can connect with staff members if they are having a bad day. It is especially geared toward students with emotional needs.</p>	<ul style="list-style-type: none"> · Counselor Request Form · Atlas Portfolio Logs
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<p>A5.4 Instructional Materials and Equipment</p>	<p>Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.</p> <p>Prompt: <i>Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional material, resources, and technology.</i></p>	
	Findings	Supporting Evidence
	<p>In accordance with the Williams Act, the California Department of Education requires that all schools must ensure the availability of textbooks and instructional materials. Further, the overall condition of facilities, the availability of textbooks and instructional materials, and the number of teacher mis-assignments and teacher vacancies must be reported in annual School Accountability Report Cards (SARCs) that are made available to all parents and the public.</p> <p>The campus has a wireless internet system that provides access for the entire staff and student body across the campus, as well as guests to FUSD. Grade books, student information systems, and attendance are web-based, and managed using ATLAS, a</p>	<ul style="list-style-type: none"> · Williams Act · FUSD District Technology Policy · FUSD Refresh Program · FUSD Student Tablet Initiative

	<p>system developed by Fresno Unified. Students also have access to WiFi on Fresno Unified buses.</p> <p>Computer tablets and carts have been purchased on a one-to-one level to support instruction, expedite school-wide assessments, and support student access to post-secondary educational opportunities. These carts can be checked out to teachers to use in their classrooms, this gives all teachers a chance to use technology in their classrooms. SPSA allocated resources to buy tablets for ELL students as well.</p> <p>Teachers are equipped with computers, document cameras, and data projectors in the classroom. Per district policy, teachers receive updated computers every three years. Many disciplines have had new editions or adoptions. One example is the 2017 Springboard adoptions for English where each student has a workbook and teachers have access to online support and resources to support common core standards. Additional resources for Springboard supplemental materials purchased are being used to help ELL.</p> <p>Teachers also receive computer upgrades from the district in rotating blocks to keep current with demands placed on them by new software additions and upgrades. The faculty has been aided by the addition of a competent teacher/librarian. Her attention to both detail and the “big picture” ideas make her a preferred resource for students, teachers, and administrators.</p>					
<p>A5.5</p>	<p>Resources and Personnel</p> <p>Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.</p> <p>Prompt: <i>Determine if the resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.</i></p> <table border="1" data-bbox="191 1663 1534 1999"> <thead> <tr> <th data-bbox="191 1663 1058 1738">Findings</th> <th data-bbox="1058 1663 1534 1738">Supporting Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="191 1738 1058 1999"> <p>A new teacher support group is led by one of McLane’s vice principals. The group set the goal of helping new teachers integrate into McLane, and provides support for issues with engagement, classroom management, planning, and instruction.</p> </td> <td data-bbox="1058 1738 1534 1999"> <ul style="list-style-type: none"> · New Teacher Support Group Meeting Agendas · PLC Training Meeting Agendas · Instructional Coach Notes · ATLAS Portfolio Logs </td> </tr> </tbody> </table>		Findings	Supporting Evidence	<p>A new teacher support group is led by one of McLane’s vice principals. The group set the goal of helping new teachers integrate into McLane, and provides support for issues with engagement, classroom management, planning, and instruction.</p>	<ul style="list-style-type: none"> · New Teacher Support Group Meeting Agendas · PLC Training Meeting Agendas · Instructional Coach Notes · ATLAS Portfolio Logs
Findings	Supporting Evidence					
<p>A new teacher support group is led by one of McLane’s vice principals. The group set the goal of helping new teachers integrate into McLane, and provides support for issues with engagement, classroom management, planning, and instruction.</p>	<ul style="list-style-type: none"> · New Teacher Support Group Meeting Agendas · PLC Training Meeting Agendas · Instructional Coach Notes · ATLAS Portfolio Logs 					

	<p>Teachers lead professional learning to encourage all staff members to participate in learning and growth together. The teacher led PL sessions focus on issues relevant to teachers – and help new teachers develop the skills necessary to connect with students and create high-quality lessons in their classrooms. Some examples of PL in the last year include a focus on English Learner strategies, a workshop on student engagement, and a session on checking for understanding.</p> <p>PLC Training for all teachers focused on the three big ideas of PLC’s at work process. All training led by ILT lead teachers' Instructional coach is assigned to McLane to assist teachers in identified areas of growth as it relates to the standards for the teaching profession.</p> <p>The Re-engagement Team/ Restorative Team supports teachers in building relationships with their students so that learning can occur. The team gives teachers strategies for doing this including restorative circles and the two by ten. The team also works with students to help them build relationships with the teacher.</p> <p>PLUS teachers are auxiliary teachers who work with specific high needs students, tier I and II interventions, and may push into classrooms to provide additional support. There are several PLUS teachers supporting literacy across the curriculum, including one in Technology. The help that PLUS teachers provide is dependent on what teachers need, and they help different teachers in many different classes on campus. Each PLUS teacher is a nuclear MTSS team member supporting English, History, Science, or Math.</p>	<ul style="list-style-type: none"> · Re-Engagement Team Powerpoint Presentations · Check-in Check-out CICO Forms
<p>A5.6</p>	<p>Long-Range Planning</p> <p>Indicator: The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.</p> <p>Prompt: <i>Evaluate the effectiveness of these processes.</i></p>	
	<p>Findings</p>	<p>Supporting Evidence</p>

<p>In 2015, our Safe and Civil Committee was replaced with the Climate and Culture SEL (Social Emotional Program). Administrators, teachers, and students were brought together and began reforming and streamlining policies and procedures aimed at good citizenship and promotion of appropriate behavior campus wide. The Reengagement Center along with restorative justice practices bringing students, teachers, and administrators together to work on social and emotional problems affecting the classroom. While not perfect, these modifications have had some far reaching and less than obvious consequences. For example, our Climate and Culture committee has greater discretion and improved latitude for leveraging opportunity costs as a campus. The time and resources once diverted to dealing with negative behaviors and consequences can now be dedicated to other Power BI indicators.</p> <p>As a part of the LCAP, McLane leverages funding to specialized courses including AP, credit recovery, and pathway programs. MHS students benefit from a diverse array of course selections that match the ability of each student—all designed to foster the development of effective communicators and complex thinkers. There are several Advanced Placement courses being taught, including: Calculus AB & BC, Statistics, English Language, Microeconomics, U.S. History, Government and Politics, European History, Psychology, Biology, Spanish Literature and Human Geography, Statistics, and Studio Art. Students are also able to recover credits through an on-line learning program scheduled within the school day: Apex and Edgenuity. Students also can take part in many different linked-learning pathways.</p> <p>Funding has also been appropriated for task forces for EL students. The funding has helped to develop ELAC, a parent-staff collaborative task force to help disseminate information to empower parents to advocate for themselves and their students through their journey in the EL programs at McLane.</p>	<ul style="list-style-type: none"> · Climate and Culture Meeting Minutes · Restorative Justice Practices · FUSD LCAP Documents · ELAC Agendas
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ACS WASC Category A.

Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Summary (including comments about the preliminary identified major student learner needs)

McLane High School vision and purpose is aligned to Fresno Unified board adopted goals which align with the school's SPSA. The school utilizes a variety of teaming structures to support planning, implementation and continuous cycle of improvement in relation to site goals outlined in the SPSA. Leadership teams contain teachers, counselors, administrators, students, coordinators, managers and classified staff members. Through the structure of MTSS McLane has worked to build coherence in all site teams and initiatives to meet the learning, social emotional and post secondary preparation needs of our students.

McLane High School utilizes the Instructional Practice Guide which articulates the vision for skillful teaching and learning. The guide describes the core instructional practices that contribute to student learning. Purposes include: 1) lesson preparation; 2) reflecting within PLC on instructional practices contributing to student outcomes; 3) focused professional learning on standards-aligned practices; 4) providing precise feedback/next steps on classroom practices.

McLane High School has been working to increase student/parent voice and participation in school governance, policy and decision making processes. McLane has developed student advisory councils, community partnerships with local non-profits, parent university classes and created leadership courses/clubs/councils which focus on civic participation and being involved in the school community.

Preliminary Need #1: Improve performance for all students in Common Core State Standards as measured by CAASPP with attention to narrowing achievement gaps for subgroups (EL, students with disabilities, and African American students).

- McLane has allocated monies and staffing to support closing the achievement gap as well as providing acceleration opportunities for talented and advanced students. The school is working to meet the educational needs of all students and has worked to expand CTE, elective, dual enrollment college courses, AP courses and dual immersion course offerings.

Preliminary Need #2: Continued support of our 9th Grade Intervention utilizing CORE resources from the Bill and Melinda Gates Foundation. The purpose of this grant is aligning ELA curriculum to Common Core standards. Our goal at McLane is student engagement of all 9th graders and tracking their progression as they continue on to graduation.

- Through creating a robust PLC process where teacher collaboration is structured throughout teacher work days helps with monitoring 9th grade data and trends. During our previous WASC visit the focus was around creating a schedule that was conducive for our staff to be able to plan and work together. Through a collaborative effort with our Department Chairs a new schedule was created where school starts at 9:00am and the time from 8:00am-8:55am is utilized for teacher planning and discussing data.

Prioritized Areas of Strength

- McLane has a tradition of highly qualified teachers and strong teacher leadership.
- McLane follows district and state policies to ensure all students have access to materials, instructors, and resources.
- McLane has set a goal that 100% of its seniors will have completed their FAFSA, CSU applications, in addition to registering at Fresno City College. Currently 56% of eligible seniors have completed CSU applications, 75% of eligible students have completed Fresno City College applications.
- New teachers benefit from a system of support through a combination of PLC's and Department sharing/mentoring which helps them develop effective teaching practices.
- Professional Learning opportunities are provided by teacher leaders, and all PL is teacher driven.
- McLane serves as the regional lead for all twelve of its feeder schools and works to set an instructional and social emotional focus for staff and students.
- McLane has established tiered levels of support for student and teacher teaming structures (e.g. MTSS, CCT, ILT, etc.)
- A new set of Vision, Mission, and Goals have been adopted by the school for the 2021-2022 school year and going forward.
- Development of master course schedule and school bell schedule to support PLC process.
- A robust system of interventions and academic supports are coordinated and provided by certificated staff in the areas of for students including SPED, African American, English Language Learners, Advanced Placement, Credit Recovery.
- McLane is a part of Fresno Unified's NIC (Networked Improvement Community) Team, who partnered with Fresno County Office of Education, to address common trends and barriers hindering our students with disabilities. The focus of this team is to further develop our knowledge and skills to lead, coach and facilitate improvement outcomes for students with disabilities in our district related to graduation rate and college/career readiness. Our goal as a team is to improve outcomes for ALL students by using improvement science methods, strategies and processes to develop people to solve problems and improve performance.
- McLane has structured CTE Pathways that is designed by group of educators and local community and business organizations from multiple industry sectors to provide all students an equal opportunity to engage in a progression of career-themed courses, work-based learning, internships, pre-apprenticeship, and industry-recognized certifications so that students graduate with the greatest number of post-secondary choices from the widest array of options.

Prioritized Areas of Growth

- Increased focus on class-size leveling between pathway and non-pathway courses to ensure equity.
- McLane needs to look for ways to increase student, parent, and general staff participation in leadership decisions including budgeting, and programming.
- Stronger website and online presence are needed to provide communication to stakeholders.

Category B

Standards-Based Student Learning: Curriculum

Focus Group Members:

Monica Alcantar — Spanish Teacher
Michael Clark — Math Teacher
Eryn Flynn — Science Teacher
Adam Garcia — ELA Teacher
Nune Grigorian — Math Teacher
Lars Johansson — Social Science Teacher
Vern Kelzer — Math Teacher
Yia Le — Counselor
Chou Lee — Math Teacher
Byanca Leyva — ELA Teacher
William Mitchell — Social Science Teacher
Michelle Morales — Special Education Math Teacher
Yidelisa Morales — Literacy Coach
Frederick Oliveri — Science Teacher
Edgardo Pacheco-Resto — Spanish Teacher
Jennifer Pennington — CTE Teacher
Janelle Ringold — Special Education ALPS Teacher
Samantha Sass — ELA Teacher
Stephan Squire — Science Teacher
Nickolas Spolini — Social Science Teacher
Ramiro Teran — Vice Principal
Kyle Thornton — PLUS Teacher
Jessy Torres — Special Education Behavioral Autism Teacher
Mai Lee Xiong — Hmong Teacher

ACS WASC Category B.

Standards-Based Student Learning: Curriculum

Within the charts below are all criterion from Category B, including indicators with prompts. Findings for these have been outlined and the supporting evidence referenced can be found [here](#).

B1. Rigorous and Relevant Standards-Based Curriculum Criterion	
<p>All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements.</p>	
B1.1	<p>Current Educational Research and Thinking</p> <p>Indicator: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.</p> <p>Prompt: <i>Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.</i></p>
	Findings
	Supporting Evidence
<p>At McLane High School, these changes have resulted in more students enrolling in and completing rigorous high school coursework to provide them access to a broader range of postsecondary options. Specifically, McLane has added new AP courses (e.g. Studio Art) and increased the number of students enrolling in AP courses.</p> <p>Many AP and Honors classes are offered in most content areas.</p> <ul style="list-style-type: none"> ● AP Coordinator/Intervention Coordinator meets weekly with AP Vice Principal to track student AP grades and recruitment strategies to engage more students into Advanced 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. 	<ul style="list-style-type: none"> · Counseling Enrollment Records · FUSD Course Catalog Options · Course Syllabi · Power BI Data Metric Program

	<ul style="list-style-type: none"> • AP Exams for targeted instructional planning and goal setting to pace through 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. <p>McLane High School provides a standards-based, rigorous, and meaningful curriculum to all students. All core courses taught at McLane are aligned with the Common Core State Standards (CCSS) and nearly all courses fulfill the A-G requirements for four-year colleges. In addition to experiencing a curriculum with foundations in the CCSS and Framework.</p> <p>All core courses as well as world language, physical education, fine arts, and all pathways courses, have a rigorous set of standards. These standards guide the selection and development of curriculum within each course and establish a framework for instruction and assessment. In accordance with Fresno Unified’s Classroom Foundations, most teachers post objectives or verbally communicate standards that are in alignment with the Schoolwide Learner Outcomes. Professional Learning Communities (PLC) meet regularly to align instruction and assessment to pacing and curriculum guides, to develop common lessons and assessments (both formative and summative), and to ensure that all students, regardless of the course or teacher, have access to a viable, rigorous, and relevant curriculum. These changes have been implemented to address the critical areas for growth of common formative assessments and student ownership. The pacing and curriculum guides align to district benchmark testing calendars in core subjects. Administrators also monitor instruction aligned to curriculum through their regular walk-through observations utilizing the district Instructional Practice Guides (IPG) for feedback.</p>	<ul style="list-style-type: none"> · Standards (CCSS, NGSS, CTE) · PLC Meeting Agendas · Pacing Guides and District Scope and Sequence Guides · IPG Literacy Document · IPG Mathematics Document
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<p>B1.2</p>	<p>Academic and College- and Career-Readiness Standards</p> <p>Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.</p> <p>Prompt: <i>Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or</i></p>
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<p><i>national/international standards, meet or exceed graduation requirements, and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)</i></p>	
Findings	Supporting Evidence
<p>A-G courses for McLane High School are located on the UC doorways website. Every year, the head counselor submits new and revised courses including the curriculum to our district office for approval.</p> <p>A-G requirements include:</p> <ul style="list-style-type: none"> ● A (Social Science) 2 years ● B (English) 4 years ● C (Math) 3 years *4 years recommended ● D (Science) 2 years *3 years recommended ● E (Foreign Language) 2 years ● F (Visual and Performing Arts) 1 year ● G (College Prep) 1 year <p>Students are automatically enrolled and encouraged to fulfill A-G standards concurrently with High School Graduation requirements. Students are recommended to complete the following to meet A-G requirements:</p> <ul style="list-style-type: none"> ● 4 A-G units by the end of their freshmen year ● 7 A-G units by the end of their sophomore year ● 11 A-G units by the end of their junior year ● 15 A-G units by the end of their senior year. ● (All A-G requirement must be successfully passed with a letter grade of a “C” or better) <p>McLane High School enforces the district graduation standards, which can be found in Appendix J. These standards exceed California’s state requirements for graduation.</p> <p>The History/Social Science department meets in common grade level PLCs to collaborate and align our lessons to meet CCSS as well as district course of study and pacing guides. We create common formative assessments, summative assessments, rubrics for analytical writing, and content lessons. The social</p>	<ul style="list-style-type: none"> · McLane UC and CSU Graduation Requirements · AP Course Audits · District Planning Guides · Course Syllabi

<p>science department offers 9th grade AP Human Geography, 10th grade AP World History, 11th grade AP US History, 12th grade AP Government and AP Macroeconomics. Other courses offered include, but are not limited to, Race and Social Justice, and Chicano/African American Studies. AP Psychology is open to juniors and seniors as an elective, and the (UCCI) course is offered for the Business and Medical Pathway students at the 12th grade level. Each AP instructor submits a course syllabus to the College Board to ensure courses are aligned to their curriculum and are appropriately rigorous.</p>	
<p>All English Language Arts courses are aligned to Common Core State Standards (CCSS) and follow the district pacing guides. The department has further aligned instruction by creating a pacing guide for each course based on standards and district curriculum maps. Teachers administer the iReady diagnostic assessment in English I, II, and III, along with other common assessments that were created by each grade level group. Springboard, the board adopted curriculum for English I, II, and III, is produced by the College Board and is grounded in the CCSS. Springboard is designed as a self-contained curriculum complete with formative and summative assessments that teachers use to measure student learning through each unit. PLCs analyze data from the Embedded Assessments to identify areas of strengths and weaknesses for continuous improvement. The assessments in Springboard are linked to the CCSS and prepare students for their future assessments like CAASPP and SAT. The department is also in the process of creating more common assessments for each quarter that can be used for discussion and shared lesson design. Springboard also includes selected novels for each grade level to study along with lists of recommended independent reading.</p>	<ul style="list-style-type: none"> · District Scope and Sequence Guides · Springboard Unit Planning Guides · PLC Agendas and Minutes · Springboard Embedded Assessment Data · iReady Diagnostic Data
<p>All Mathematics courses are aligned to Common Core State Standards (CCSS) and follow the district scope and sequence to ensure students are taught the same content within each course district wide. Courses within the department are backwards mapped to ensure vertical articulation from course to course for a cohesive educational path for students. Within each subject area PLC, instructors collaborate to create common formative assessments to monitor student attainment of taught standards and allow for additional learning opportunities as students reflect on and work to improve upon</p>	<ul style="list-style-type: none"> · Common Formative Assessments · CFA Results · CCSS · 8 Standards of Mathematical Practice · Math Textbooks

their initial performance. Common instructional activities, also created in collaboration, allow teachers in PLCs to teach using the best practices honed over years of experience. Courses are designed with the 8 standards of mathematical practice as a guide. This means that math students are encouraged to think critically, validate their own reasoning and the reasoning of others, determine what skills and/or tools they have that will address a problem or situation, and apply them appropriately. These abilities directly transfer into workplace proficiency. All McLane math courses meet A-G requirements and students are strongly encouraged to take math all four years of their high school careers. As a result, most students exceed the college entrance minimum requirement by at least one year. In addition, the newly adopted Algebra II/ Precalculus compression course allows students to move from Geometry to AP Calculus in one year allowing many students the opportunity to take two AP math courses. Each PLC develops a pacing guide to meet the needs of McLane students and ensure seamless transitions for students who may need schedule changes for any reason. AP Calculus AB and AP Calculus BC are each required to submit a syllabus to the College Board to ensure alignment to its AP Standards and rigorous practices.

All Science courses at McLane are aligned to CCSS along with the Next Generation Science Standards (NGSS). Each discipline (Biology, Chemistry and Physics) develops themes to revolve around the subject matter in the California State Framework to help form connections between the different topics. CCSS strategies along with strategies from NGSS are being used to develop and/or modify curriculum. PLCs meet regularly by discipline to construct common lessons and assessments which are used to drive instruction. Laboratory activities are designed in PLCs to give common, hands-on experience, provide additional exposure, and allow students to teach each other and develop problem-solving skills. Instruction is moving forward with goals aligning instruction and phenomena, planning with all three dimensions of our standards. FUSD is currently in the textbook adoption stage. Teachers from each department are involved in the vetting and adoption of these materials. This includes a rigorous vetting of textbooks for alignment with NGSS standards. Science teachers often collaborate outside the school day and share time and labor required to gather materials to put together presentations, activities, and laboratory

- District NGSS Pacing Guides
- Curriculum Maps
- Vertical Articulations Flow Chart
- PLC Agendas and Minutes
- PLC SMART Goals

<p>activities. In addition to lessons and assessments, goals are set both for the entire department and the individual PLCs (Smart Goals) revolving around student success on common assessments. This year, we will continue to focus on writing conclusions and supporting claims with evidence to prepare students for the CAASPP and California Science Test (CAST).</p> <p>The World Language department meets during scheduled collaboration time. Meetings are aligned to the critical Classroom Foundations. Classroom Foundation questions provide for meaningful discussion about what students know and can do as a result of daily instruction. The World Language department follows the California World Language Standards but creates their own pacing guides. The PLC's have been divided into the beginning to intermediate levels, and the upper levels. The lower-level PLC consists of Spanish and Spanish Native Speakers I. The upper-level PLC consists of AP Spanish Language and AP Spanish Literature. The Hmong Heritage Program has been in place for the past three years. Hmong Heritage teachers within the district have collaborated to create the curriculum and work closely together on a regular basis.</p> <p>The Visual and Performing Arts (VAPA) department offers courses for our students that are rigorous and align with the newly revised state standards of creating, performing, responding and connecting to the arts. All courses are A-G approved. Students regularly participate in community events that showcase their talents in art, theatre, and music. The Relevant Engagement in Arts and Literacy (REAL) Collaborative is an initiative that uses the Understanding by Design model of planning where teachers develop Enduring Understandings to pursue with their students and answer essential questions around socially relevant topics. These understandings are demonstrated through student art and writing and exhibited at the district-leased M Street Arts Complex during Art Hop each month.</p> <p>The Mild to Moderate program provides two pathways for students with special needs who have an Individualized Educational Program (IEP) to make progress toward graduating with a diploma. Both pathways offer academic courses which use the CCSS, and teachers who provide Specialized Academic Services according to each IEP are specialized in creating</p>	<ul style="list-style-type: none"> · World Languages Meeting Agendas and Minutes · California World Language Standards · Hmong Heritage Curriculum · FUSD Art Hop Exhibits
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curriculum that meet each students' individual needs with appropriate accommodations according to their disabilities and assessed needs. For all students with Mild to Moderate disabilities, academic supports and other specified services are provided in a variety of ways according to their specified IEP service minutes. These supports may be in the form of a credentialed Mild/Moderate Special Education Teacher, a Paraprofessional (Mild/Moderate), a School Psychologist, or an onsite Therapist. Whether in the GE classroom or SDC environment, students with an IEP are provided access to grade level academic curriculum and content in the most appropriate and least restrictive environment (LRE) determined by their IEP team according to their specific needs and disabilities.

Some students with mild to moderate disabilities receive Specialized Academic Services through General Education (GE) courses in co-teach math or ELA courses. These courses not only align with CCSS, but they also meet CSU/UC A-G requirements for graduation. Co-teach classes have two credentialed teachers, one of whom is a credentialed special education teacher. Both teachers are responsible for collaborating and delivering grade level content to all students in the classroom, but the GE teacher provides content expertise, and the special education teacher provides expertise in following IEP accommodations and sharing strategies that help support students with specific disabilities.

Other students with Mild to Moderate disabilities receive some or all their Specialized Academic Services for core academic content (ELA, math, science, and social science) in special day classes (SDC). SDC courses also use CCSS and meet graduation requirements, but upon graduation students who have completed any graduation requirements through SDC courses are only eligible to attend a junior college or vocational school because SDC courses do not meet CSU/UC A-G requirements. For ELA, special education teachers who collaborate with GE partners in co-teach courses using the board-adopted Springboard curriculum also teach the same or nearest grade level course in an SDC environment. These teachers deliver core academic content using a combination of lessons presented in the GE co-teach class, Springboard supplemental ELD curriculum, and specially designed scaffolds to meet individual student needs. For SDC math courses,

special education teachers with students who are enrolled in Transitional Math and Intro to Algebra and Geometry use VMATH, which is a math intervention curriculum that provides assessments, lessons, and computer-based activities and assignments designed to build students' capacity in basic math concepts and operations including introductory algebra and geometry concepts. For algebra and geometry SDC courses, the special education teacher, in collaboration with GE Algebra I co-teach partners, uses the board adopted Big Idea curriculum, necessary scaffolds and supports, and other supplemental materials as needed to provide access to grade level material according to each student's individual needs.

The Emotionally Disturbed (ED) program also offers support for students with an IEP. The social emotional (SE) support room is closely linked with the ED program and provides SE support to ED students. This room is offered as a safe environment for students to check in with SE Paraprofessionals or the ED credentialed special education teacher, to de-escalate from behavioral or challenging SE factors exhibited or experienced in their various classrooms or otherwise unstructured environments. The ED teacher and SE paraprofessionals also push into classrooms in which students requiring additional SE support attend in order to check in and assess their needs throughout the day. Additionally, the on-site therapist and school psychologist provide support according to students' IEP service minutes, and they, as well as additional resources such as the restorative practices team and campus resource officer, provide support as needed in crisis situations.

The Alternative Learning Pathway (ALPs) program provides special education services to students with IEPs who have moderate to severe disabilities and are not on a diploma track. These students are provided with modified academic and social skills curriculum, in accordance with their IEP services, which gives them access to grade level CCSS and builds their capacity to acquire and demonstrate functional skills and abilities for the purpose of successfully transitioning to a more independent postsecondary living environment. Academic content is provided through Unique Learning Systems (ULS) curriculum provided by the district. ULS gives our students with complex learning needs evidence-based instructional support and meaningful access to the general education curriculum

· [News-2-You](#)

	<p>through standards-aligned content and measurable progress using the assessments and data tools provided. Social and daily living skills are embedded in the overall curriculum and the intentional interactions between our students, their teachers, and classroom paraprofessionals (Moderate/Severe), but students are also able to enhance their literacy skills and social connections with family, peers, and others through the News-2-You curriculum which uses current events to help students engage in meaningful conversation about world events, build life skills, become more motivated learners, and discover career options as they transition to adulthood.</p> <p>McLane uses Edgenuity and APEX for our online instruction in English, Math, and Social Science for credit recovery. Edgenuity and APEX are rigorous curriculums that are designed to focus students on the content they need to learn in order to foster advanced critical thinking and analytical skills they will need in post-secondary education. The instructional models are grounded in research and are aligned to CCSS. These courses are a combination of direct-instruction videos, rigorous assignments, performance tasks, and assessments to ensure subject-area mastery.</p>	<ul style="list-style-type: none"> · Raw Numbers Enrolled and Completed · Edgenuity and APEX Curriculum
<p>B1.3</p>	<p>Congruence with Student Learner Outcomes and Standards</p> <p>Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.</p> <p>Prompt: <i>Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.</i></p>	
<p>Findings</p>	<p>Supporting Evidence</p>	
<p>The School learner outcomes and academic standards are all aligned by district adopted curriculums chosen by the district office. The agreements allow McLane High School to create congruence throughout the departments to promote alignment inside the classroom. All course sequences are designed to prepare students for college and career.</p>	<ul style="list-style-type: none"> · McLane PLI Teachers: 18 Teachers Participating (4 Math, 2 Social Science, 5 ELA, 2 SPED, 3 Science, 1 World Languages) · Fresno Unified PLI Handbook · Adopted core curriculums such as Springboard, Big Ideas, etc. 	

	<ul style="list-style-type: none"> • Site has created alignment between all content areas through the utilization of social emotional student support strategies as well as project-based learning through PLI and CTE courses. • Homeroom created to have students follow the same teacher for all 4 years to create a social-emotional relationship to feel comfortable enough to set a goal monthly and address any site concerns. • In addition to creating congruence of the concepts and skills taught in the classroom, McLane High School is utilizing the district adopted curriculum in core subject areas for Math, ELA, Social Science & Science. These include: Springboard, Big Ideas, etc.. • All department PLC's develop and analyze 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. • Unified RISE (Respect, Integrity, Spirit and Excellence) Guidelines for Success that promotes graduation requirements and college and career readiness. <p>McLane High School uses an instructional practice guide or IPG as a lesson assessment for classroom observations. The IPG includes evaluation criteria to ensure alignment and congruence between what is taught in the classroom and SLOs, academic standards, and the college and career readiness indicators or standards. For example, IPG tenet 2A for mathematics specifically asks for lesson alignment with CCSS for mathematics while IPG tenets 2A, 2B and 2C address inclusion of standards and skills within a lesson.</p>	<ul style="list-style-type: none"> • SEL Training and Homeroom Lessons • RISE Poster • IPG • Walkthrough Results • PLC Pacing Guides • Department CFAs
<p>B1.4</p>	<p>Integration Among Disciplines</p> <p>Indicator: There is integration and alignment among academic and career technical disciplines at the school.</p> <p>Prompt: <i>Evaluate to what extent is there integration among disciplines and career technical programs.</i></p>	
	<p>Findings</p>	<p>Supporting Evidence</p>

<p>All McLane High School courses are aligned with FUSD courses of study in accordance with the FUSD Board of Education adopted curricula and state-approved guidelines. As a direct result of aligning instruction to the Common Core State Standards (CCSS), district course of study and pacing guides, district interim test, and assessments of critical standards, teachers provide a rigorous and relevant curriculum for all students. At the site level, the professional learning community model of professional collaboration along with the classroom foundations provides structures for teacher meetings such as lead teacher meetings and department meetings. These forums allow for communication about assignments, alignment within pacing, and create high-quality lessons and assessments that guarantee all students access to the curriculum. Teachers also work in PLC's to develop common syllabi, formative assessments, expectations, and grading rubrics for each course to ensure a guaranteed and viable curriculum for all students regardless of the teacher.</p>	<ul style="list-style-type: none"> · Master Schedule · Pacing Guides · PLC Minutes and Agendas · IPG · Department PLC Minutes and Agendas · Department CFAs · Department Syllabi
<p>The site provides the following CTE pathways:</p> <ul style="list-style-type: none"> ● Medical Education & Research Academy (MERA) ● Academy of Finance & Entrepreneurship ● ArtVenture Academy ● Educational Careers Academy. 	<ul style="list-style-type: none"> · McLane CTE Course Information
<p>Pathway Specific PL/PLC structures are embedded into school schedule:</p> <ul style="list-style-type: none"> ● To establish alignment amongst all CTE Pathways, Coordinator ensures there is Professional Learning time every quarter for all departments to meet with their project-based teams to analyze progress of projects. Pathways also meet weekly in their PLC to track student progress and target immediate needs. ● PL scheduled with all pathway teachers to ensure collaboration on projects is being monitored and teachers have enough time to plan during a common time. This ensures students receive their CTE completion certificate at the end of their Senior year. ● Pathway Coordinator monitors all D/F's by collaborating with counselors to run reports of students who are 	<ul style="list-style-type: none"> · Pathway PLC Minutes and Agendas

	<p>struggling in their classes and communicates with CTE teachers to debrief student needs as a pathway team.</p>	
<p>B1.5</p>	<p>Community Resources and Articulation and Follow-Up Studies</p> <p>Indicator: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.</p> <p>Prompt: <i>Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.</i></p>	
<p>Findings</p>	<p>Supporting Evidence</p>	
<p>McLane High School is working diligently to ensure that there is vertical articulation and continuous engagement with students at the various feeder schools. McLane students' mentor younger students; attend activities and school events on middle school and elementary campuses; and invite students at other schools to attend activities at the high school. There are two middle schools: Yosemite and Scandanavian, and ten elementary schools that feed into McLane. In addition to events that students participate in, McLane has several programs like CTE, middle school visits, and summer bridge programs that get our feeder schools involved in McLane's campus life.</p> <p>McLane works with community partners and institutions to provide multiple community-based connections for students and families. A concerted effort to emphasize the school as the center of community provides students multiple opportunities to grow into civic leaders and explore post high school alternatives. Building a sense of community has proven critical in student and community connection to school and carries over into student performance.</p> <p>During the school year, some departments are in communication with teachers at our feeder schools. Specific departments and subject areas, like foreign language, share ideas and curricular decisions with one another, and work to</p>	<ul style="list-style-type: none"> · McLane Regional Night Schedule · 8th Grade Student Recruitment Information for Pathway Classes · Summer Bridge Information · E-Mails with Middle School Teachers · District Level Curricular Work (NGSS, Springboard, Pathways) · Counseling Records · Career Center Records 	

develop common expectations for students moving through the region.

McLane Regional Effort:

Establishing a regional identity through hosting middle/elementary games at The High School. Hosting of regional carnivals 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 (example: Football & Basketball)

The Center for Advanced Research and Technology (CART):

Half day off campus program that combines rigorous academics with technical, design, process, entrepreneurial, and critical thinking skills. The CART facility is designed as a high-performance business atmosphere, organized around four career clusters. They are Professional Sciences, Engineering, Advanced Communications, and Global Dynamics. Within each cluster are several career-specific laboratories in which students complete industry-based projects and receive academic credit for advanced English, science, social science and technology. The program is aimed at high school juniors and seniors looking for a more hands-on experience with their academics. McLane has an average of 50 students each year enroll in CART.

Fresno State Upward Bound:

Fresno State Upward Bound Programs is a federally funded program that serves first-generation and low-income high school students from McLane. The program supports students academically and exposes them to higher education by offering a variety of services such as tutorials, academic advising, college conferences, University campus tours, community service, and a six-week summer residential program at Fresno State. McLane has 21 students (9-12th graders) in the program every year.

Fresno State Ambassador Program:

Fresno State has an ambassador assigned to McLane high school every year. The ambassador meets with our students (mostly seniors) to discuss their post-secondary goals. They also help students complete their Fresno State application and apply to special/support programs at Fresno State such as

	<p>Educational Opportunity Program, College Assistance Migrant Program, and Smittcamp Family Honors College.</p> <p>Fresno State Dream Center: Fresno State Dream center is a program that supports undocumented students at Fresno State. The counselor from the Fresno State Dream center has supported McLane financial aid workshops in the past and worked with our undocumented students.</p>	
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B2. Equity and Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

<p>B2.1</p>	<p>Variety of Programs – Full Range of Choices</p> <p>Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.</p> <p>Prompt: <i>Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.</i></p>	
	<p style="text-align: center;">Findings</p> <p>The counseling team, in conjunction with the CTE Coordinator, provide comprehensive program recruitment and monitoring for McLane CTE. The counseling team works with all students, individually and in small and large groups, to establish and monitor educational plans to ensure all students are prepared for a variety of educational and career options on completion of high school:</p> <ul style="list-style-type: none"> The counseling staff works with the students to create post-high school plans. McLane’s CTE program offers courses tailored for post-secondary careers in business, banking, education and the medical field. 	<p style="text-align: center;">Supporting Evidence</p> <ul style="list-style-type: none"> McLane CTE Course Information CTE Professional Learning Calendar

- Pathway Coordinator monitors success and completion of project-based learning and staff implementation of content.
- Pathway Coordinator and teachers work together to monitor CALPADS requirements and completions to ensure all students assessments align with the 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.
- Creation of the ArtVenture Pathway in the 2019-2020 school year opened additional courses and opportunities for students who are interested in professions in the areas of Arts and Multimedia.
- Coordinator expanded ArtVenture’s industry certifications offerings as well as participating in a CTSO.
- Business Pathway created new paid internship opportunities as well as college credit offerings.
- Teacher Academy identifies 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.

The Fresno Unified School District requires students to have 230 credits in designated subject requirements.

McLane High School provides an open enrollment policy in all Honors, GATE, AP, and CTE courses. Counselors and staff work diligently during pre-registration using multiple data measures to identify additional students to ‘updraft’ into more rigorous coursework. These efforts have resulted in a significant increase in the number of students taking one or more AP courses prior to graduation since the last self-study.

All students are required to be enrolled in at least five courses throughout the school day. Across the disciplinary fields, students can select a variety of courses linked to their career

- Master Schedule
- UC/CSU Websites
- Pre-Registration for Incoming Freshman
- Counselor Enrollment Records
- Student Transcripts

interests such as AP Psychology, AP Studio Art and AP Calculus, and various Pathway courses like Anatomy and Physiology, Medical Interventions, and Computer Science. McLane has structured the courses and schedule to align with admission requirements of University of California and California State University admission requirements while providing opportunities through our pathways for industry experiences. Counselors meet with students and parents to explain A-G requirements for admission to universities as well as career discussion and course options to best support students' future goals.

McLane High School provides several support structures to help all students be successful in a rigorous academic program. Some of the additional supports include after school tutoring in the library and Upward Bound tutoring, along with tutoring provided by teachers. There are also on-site online credit-recovery options that include the APEX Learning System and Edgenuity. Tutoring is also available for those students in AP courses provided by their AP teachers to better prepare them for their AP coursework and tests. Lastly, an expanded district-wide summer school program is available that encourages students with D and F grades to make up courses to meet college entrance requirements. Similarly, the school offers an after school course that allows students to earn make up credit for courses like Biology, English, and Math.

Mainstreamed ELs then have access to English I, II and III college prep courses. At the same time, ELs are provided SDAIE college prep courses in the other content areas, such as Biology, with certified teachers. The district also provides funding for an instructional coach who works with teachers of EL students to align curriculum to standards and deliver high-quality lessons that promote access for EL students. In addition, after school tutoring is provided specifically for EL students with a trained instructor.

In line with the FUSD goal to prepare college and career ready graduates, all students have access to a college preparatory curriculum that includes options for Honors, GATE, Advanced Placement, and Dual Enrollment courses. The school has an open-enrollment policy in all Honors, GATE, and AP courses that allows any student to opt into higher level courses. In

- Afterschool Tutorial Schedule
- [FUSD APEX & Edgenuity Program Descriptions](#)
- McLane Master Schedule

- ELPAC Results
- Instructional Coach Calendar
- Counseling Records for ELD

- Master Schedule
- AP Parent Meeting Agenda
- Counselors Notes
- Counselor Presentations

addition, during annual pre-registration, the counseling staff works with department leaders to identify students using multiple achievement measures to ‘updraft’ additional students into AP and Honors level classes. Initial placements are made and then counselors work with students and parents to ensure that students are aware of the increased rigor and expectations at which point students can opt-out with parental permission. Through these efforts, McLane has created a culture of high expectations for students and dramatically increased enrollment in AP, Honors, and GATE courses.

Through our rigorous curriculum, students will become critical thinkers and self-directed learners which prepare our students to be college and career ready graduates.

At the same time, data tools are used by counselors to identify those students in need of additional support. Student achievement data is used to identify students in need of academic intervention in 9th grade mathematics and English language arts. Support programs such as Upward Bound provide further support for our students to meet college entrance and high school graduation requirements. In addition, our AP Coordinator uses data to determine if extra supports are needed outside the classroom. Some of these outside supports include after school tutoring, mentoring, and online supports such as Khan Academy.

Pre-technical training is provided to those students who are enrolled at CART or in the Pathways programs. These programs have an open-enrollment policy. Sophomores and Juniors are recruited for CART annually via field trips and during annual meetings with their counselors. Pathways students are recruited during 8th grade pre-registration and any current McLane High School student can join the Pathways programs as well. Courses in these programs provide college prep credits for students. Also, several Pathways courses offer dual enrollment with courses through Fresno City College.

A variety of other support programs exist to ensure all students have access to courses and the most post-secondary options available to students. These programs include:

- After school tutorials for AP classes

· CAASPP Results

- After school tutoring- Library
- PLUS Program
- EL tutoring
- Migrant Education program
- APEX Learning Credit Recovery
- Edgenuity Credit Recovery
- Upward Bound
- Teaching Fellows Tutors
- Center for Advanced Research and Technology
- Pathway Courses
- Link Crew sponsored activities
- Men's & Women's Alliance Program
- Multicultural clubs and activities

Students have a four-year individualized plan that is developed with and monitored by the counseling staff. Counselors meet annually with students to review their four-year plan and make changes based on student interests and academic progress. Students, teachers, parents, and counselors can monitor student progress through the ATLAS information system. Monitoring for parents can also be done through EduText which is a mobile app that sends information daily directly to your cell phone.

Counselors work with students, parents, and teachers to facilitate communication regarding progress in individual classes. All teachers' email addresses are available on the McLane website and through the ATLAS portal and teachers can use the automated phone system to contact parents with automated phone messages. On a more formal level, parental involvement is encouraged through the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent University/Parent Coffee Hour. Notifications of meetings are published in the newsletter, via automated phone system, the website, and on the marquee in front of the school. Back to School Night at the start of the year and Open House near the end of the year both provide opportunities for parents and teachers to discuss course curriculum and monitor student progress. Counselors facilitate parent conferences with teachers when requested. For identified students, the school personnel meet with parents and students regarding SSTs, IEPs and 504 Plans. The team collaborates to provide support structures including accommodations and modifications to ensure

· Four Year Plans

- ATLAS Entries
- SSC Minutes
- ELAC Minutes
- SPED Case Manager Calendars

	<p>through standards-based competencies that teachers monitor throughout the school year.</p> <p>All students meet with a counselor to develop a four-year plan ensuring that they can pursue every post-secondary option available to them. This plan is developed to give every student the opportunity to meet graduation as well as A-G requirements. Further, the students are given information on the SAT and ACT explaining when they will receive fee waivers and how they can sign up for both the SAT school day test as well as Saturday tests for ACT and SAT. Further, counselors discuss post-secondary goals/plans with their students, so they know how best to help them.</p> <p>McLane is successful in providing students with a wide range of educational options to prepare them for either college or a career after high school.</p>	<ul style="list-style-type: none"> · Four Year Plans
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<p>B2.2</p>	<p>Accessibility of All Students to Curriculum, including Real World Experiences</p> <p>Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.</p> <p>Prompt: <i>Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?</i></p>	
	<p>Findings</p>	<p>Supporting Evidence</p>
	<p>Many AP and Honors classes are offered to prepare the students for the rigors of college. The CTE program also offers classes that have real world use for the students.</p> <p>McLane High School has developed a variety of educational and career pathways based on its students' population and on the demands required to succeed in life. The students interested in pursuing an academic pathway have a well-organized curriculum to guide them through high school and to prepare them for college. Each student is encouraged to take more than the minimum units required for graduation, and a variety of after school tutorials are offered to support the students through their academic development.</p>	<ul style="list-style-type: none"> · ArtVenture Information · Education Careers Information · Academy of Finance and Entrepreneurship Information · Medical Pathway Information · McLane JROTC Website

- The students interested in pursuing a business career could nurture their numerical and analytical skills beyond the classroom walls thanks to an innovative alliance among the school and a prestigious financial institution. This alliance gives the students the opportunity to master their talents and to acquire work experience within a financial institution while they are completing their high school requirements.
- Intelligence has multiple ways of expression and art is one of the most remarkable. With that in mind, McLane has created a solid art program to inspire the mind and spirits of our artistic students; a program that reinforces their skills and, at the same time, highlights the importance of their work in our society.

All students at McLane High School have access to rigorous coursework that meets the A-G requirements while fulfilling their graduation requirements. The counseling team meets with students by grade level to review course offerings and ensure students have a voice in their selected options. Students are very strongly encouraged to take at least six courses each year even though this expectation often exceeds the minimum graduation requirements. Students are also encouraged to take four years of math, exceeding minimum A-G requirements. Students are strongly encouraged to enroll in honors and AP courses. Support is provided to aid students in successful completion of their rigorous plan of study. After School Program (ASP) offers tutoring staffed by teachers and college tutors. Most course syllabi indicate that students may retake assessments to improve upon their original scores. Teachers offer extra and extended support to students before school, during lunch, and after school for making up missed assignments and assessments, and social emotional and academic support. Some teachers also offer study sessions, extra credit, and/or make up opportunities during our Saturday Academy to encourage student success.

Students are guided toward successful completion of all graduation requirements through numerous academic meetings with counselors. Pre-registration for incoming 9th graders begins when counselors visit feeder middle schools to enroll students. At that time, staff work to identify students in need of accelerated learning options or remediation by examining

- AP Enrollment
- Pathway Enrollment
- After School Program Schedule
- Master Schedule
- [FUSD Parent/Student Handbook](#)

- Counselor Presentations

<p>multiple measures CAASPP scores, district benchmark assessments, grades, attendance, and teacher recommendations.</p> <p>To monitor student progress towards meeting graduation requirements, students meet with counselors regularly. Annual meetings are scheduled with students to review transcripts and CAASPP scores using A-G Beta tool to ensure proper placement in the appropriate course level. Every sophomore is counseled to review student progress and to revise their four-year plan that was developed during their 9th grade year. Additionally, counselors offer grade level presentations every fall semester through English classes, covering graduation and a-g requirements, college, campus resources, etc.</p> <p>Teachers, students, and parents have access to valuable reading and math data through iReady, an online program that assesses student performance in reading and math skills and determines whether students are at, below, or above grade level for those skills. Teachers, counselors, and administration can utilize the data to scaffold learning to students' specific needs and areas of strength and growth. Furthermore, staff can use the data to place students in the learning environment that best matches their skill level or one that will challenge them academically.</p> <p>The World Language department provides a variety of languages and cultures which learners become increasingly proficient and literate in the three C's (Communication, Cultures and Connections). Real World communication is purposeful and takes place in a variety of authentic settings representative of those that learners will experience in the target cultures, which our World Language department provides in numerous lessons taught throughout the year. Within each range of proficiency, learners progress through low, mid, and high phases. Students use language both within and beyond the classroom to interact within our community and abroad. As life-long learners, they can use language for enjoyment, enrichment, and advancement in real-world academic and career-related settings. Last year our World Language department celebrated the success of over 80 graduating seniors who received the Seal of Biliteracy on their diploma.</p>	<ul style="list-style-type: none"> · Counselor Meetings with Students; Notes in ATLAS · iReady Data · Seal of Biliteracy Criteria
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	<p>Counselors ensure that all students are placed in the correct classes to fulfill the minimum A-G requirements throughout the pre-registration process. Through meetings with the student (individual, small and large group) and constant reviewing of transcripts, the counselors ensure that all students are placed into classes to meet both graduation and A-G requirements. Further, counselors can monitor student’s progress through ATLAS reports. Parents, students and teachers are also able to review the progress in ATLAS.</p>	<p>· ATLAS</p>
<p>B2.3</p>	<p>Student-Parent-Staff Collaboration</p> <p>Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.</p> <p>Prompt: <i>Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.</i></p>	
<p>Findings</p>		<p>Supporting Evidence</p>
<p>Parent Education in Pathways is targeted at the beginning and end of the school year to showcase to students and family's different options for career choices and opportunities McLane offers to incoming students.</p> <p>CTE Student Showcase</p> <ul style="list-style-type: none"> ● Hosting of 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 Liaisons work with students and families to engage parents in understanding the role of Pathway academic success and the progress towards post-secondary options. <p>School Site Council is composed of parents, community members, students, and staff.</p> <p>Parent University conducts parent workshops in support of educating parents regarding student learning plans, college and career opportunities, and advocacy.</p>		<p>· McLane CTE Courses and Parent Information</p> <p>· CTE Recruitment Pictures</p>

from the Parent University program. This program aims at not only helping parents navigate the school system, but also in connecting parents to district and community resources. The belief is that when parents are engaged in their student's education, student achievement increases. Parents can take part in this program at any time during their student's enrollment.

As students move into their sophomore year, they continue to meet with counselors to help navigate their academic plan. They take the full PSAT for the first time which helps inform not only college readiness but also can predict their achievement on state assessments. As they did during their 9th grade year, they will have the opportunity to choose their courses for their junior year and opt out of a pathway if they choose to. At that time, they are also provided the opportunity to attend Center for Advanced Research and Technology (CART). Typically, students who have not experienced their first AP course prior to this point are usually ready to enroll for their junior year. The AP Coordinator and counselor take time to meet with first time AP students to prepare them for the rigors of the classes. Counselors and the AP Coordinator also meet with students who sign up for three or more AP courses to determine if they are ready for the course load.

During their junior year, students take the PSAT in the fall. This is a great preparation for taking the SAT in the spring and allows them to gauge their abilities. Additionally, students are given the option of additional support through Khan Academy to prepare for both the PSAT and the SAT using realistic full-length tests. Students can use ATLAS to review factors like A-G for college readiness. Students continue meeting with counselors both individually and through class visitations and begin work on planning for their senior year and beyond. Students in some classes also enroll in dual enrollment classes where they can complete Fresno City College units.

In their senior year, students begin college applications and financial aid applications and are highly supported throughout the process. Counselors hold numerous workshops to help with these processes. This includes evening FAFSA/Dream Act workshops that parents can attend for assistance. Seniors have all the support and opportunities that have previously been

· PSAT Data

· FAFSA Workshop Information

	<p>provided as well. They are also assisted in registering for ACT and SAT tests. Seniors that are at risk meet often with counselors to get support until they graduate. Counseling also holds parent meetings at Back-to-School Night to communicate key information about senior year.</p> <p>Parents also get information through Back-to-School Night, Spring Showcase (Open House), EduText, and School Messenger. Parents also have constant access to student progress and grades through ATLAS. Many teachers communicate through email with parents regularly and make personal phone calls home. Notices are mailed home for all students who have a D or F at the quarter.</p> <p>Teachers meet as PLCs to discuss and monitor student progress as well as devise intervention plans for students at risk of failing. Teachers are often available to help students with class schedule planning and navigating college applications.</p>	
<p>B2.4</p>	<p>Post High School Transitions</p> <p>Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.</p> <p>Prompt: <i>Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.</i></p>	
	<p style="text-align: center;">Findings</p> <p>McLane High School is in line with the larger goals of Fresno Unified School District to prepare college and career ready graduates. All students have access to a college preparatory program through the designed curriculum that includes GATE, honors, Advanced Placement, pathways, and elective courses that allow all students a variety of choices and opportunities to prepare students for advancement beyond high school. All courses are available to students from all backgrounds, regardless of race, socio-economic status, gender, or any other grouping or status. The goal of this academic program is to offer students a variety of courses that will prepare them for the rigors of post-secondary education, from trade schools to community colleges to four-year university programs and beyond.</p>	<p style="text-align: center;">Supporting Evidence</p> <ul style="list-style-type: none"> · MERA Pathway Completion Information · Teacher Academy Course Completion Information · Business and Entrepreneurship Course Completion Information · ArtVenture Course Completion Information · Job Shadowing Information

McLane High School is dedicated to providing guidance into multiple career options to students once they graduate. These programs are designed to expose the students to real world applications of the skills and knowledge needed to be a successful contributor into a field of their choice.

- The counseling team helps students with college applications to FCC, CSUs and UCs. Workshops are conducted to help seniors with the FAFSA.
- Pathways support/showcase students in competitions that provide scholarship and college program experience.
- Support for students to participate in CTSOs to compete in the regional, state and national competitions in:

Job Shadowing is an opportunity offered through the Career Center that connects individual students with employers in various industries to shadow workers at those companies for a day. This exposure helps students make informed decisions and vital networking connections to transition them smoothly beyond high school.

Students can participate in the Workability program that trains them in specific skills for job readiness. The skills they learn in this program develop their abilities to find and keep jobs, and they are given the opportunity to hold a real job and make a paycheck. In addition, McLane's Career Center provides students with work permits that allow them the chance to gain real-world experience in a workplace

McLane offers a career fair every Spring that brings vendors out to engage with students about their opportunities after high school. There are around 30 vendors at the events, and each one offers unique information to help students make informed decisions about life after high school. The career fair spans four periods and provides hundreds of students with the chance to learn about opportunities available to them.

In conclusion, the strategies and programs for students to transition are in place and effective. An area of growth would be for counselors to continue to build on their knowledge of apprenticeships and internships offered throughout Fresno.

• Career Fair Information

• Career Center Data

ACS WASC Category B.

Standards-Based Student Learning: Curriculum

Summary (including comments about the preliminary identified major student learner needs)

McLane has continued to build upon our academic programs that provide for student growth towards college and career readiness. McLane's curricular and academic programs provide a wide variety of options for students, including career-technical options, Advanced Placement courses, and interest-based elective courses. McLane's curricular and academic programs include support in the form of credit-recovery, and tutorial services that help students who are not meeting the expected academic standards. Nearly all McLane's courses meet A-G requirements necessary for acceptance to a four-year public university in California, and all courses are grounded in the district, state, and/or national standards that exist for each subject.

Our focus will remain supporting our ELD structures and supports regarding vertical articulation between levels and mainstream courses. The creation of our EL Coordinator helped support this process by continuous goals setting and grade monitoring. Parent University and Coffee Hour meetings with our Spanish and Hmong speaking parents helped bridge the gap between school and parent communication regarding school supports for our EL students.

Preliminary Need #1: Improve performance for all students in Common Core State Standards as measured by CAASPP with attention to narrowing achievement gaps for subgroups (EL, students with disabilities, and African American students).

- As previously listed above the focus of grade tracking and progress monitoring has been a continued focus of not only our EL Coordinator, African American Mentor on campus, but our MTSS teams. The continued analysis of student progress helps us to determine how we are servicing our students and what areas of growth we have. Weekly meetings with our Special Education Department has improved our support with our students with disabilities so teachers are able to address concerns and bounce ideas off of one another.

Preliminary Need #2: Continued support of our 9th Grade Intervention utilizing CORE resources from the Bill and Melinda Gates Foundation. The purpose of this grant is aligning ELA curriculum to Common Core standards. Our goal at McLane is student engagement of all 9th graders and tracking their progression as they continue on to graduation.

- Freshmen have continued to be the focus of our MTSS teams. Our goal with this focus is to develop high expectations and rigor to our incoming students that they will carry with them through their 4 years at McLane. This effort is a school-wide initiative practiced not only by our teachers, but support staff and administration. Progress has been made supporting our Math and ELA classes utilizing blended learning incorporating our PLUS teachers to help reteach standards in order for our students to achieve mastery. The creation of our Algebra Cohort supporting our 9th graders after school allowed our teachers to connect with groups of their students, reteaching key concepts and allowing students to retake tests they struggled with previously in order to show content mastery.

Prioritized Areas of Strength

- Wide-range of support for all students are provided at McLane as evidenced in our graduation rate and students on track for A-G course completion.
- Utilization of the PLC process with weekly PLC meetings with a focus on instruction and reviewing student results,
- Pathways provide college- and career-readiness and connections to community and local businesses.
- All curriculum is based on CCSS or other appropriate standards and is adopted by the board of education.
- Onsite professional learning for utilization of Nearpod, TEAMS, Project based Learning Iready, and Claims and Targets as measured by Interim Assessment Blocks.
- McLane offers a wide variety of courses available to all students with the majority of our courses meeting A-G credit towards a four-year college.
- Students have the opportunity to enroll in college and earn college credits through Fresno City College Dual Enrollment and Fresno State's UniTrack Programs.
- Common planning, pacing and assessments by PLC's.

Prioritized Areas of Growth

- ELD structures and supports could be better provided for many courses and vertical articulation between levels and mainstream courses could be improved.
- Enrollment and retention for African American students in AP needs continued efforts.
- Vertical articulation can connect better with the elementary and middle schools in the region.
- More time is needed for implementation of new standards and curriculum (district to site to teacher level).

Category C

Standards-Based Student Learning: Instruction

Focus Group Members:

Joshua Busch — Special Education Social Science Teacher
Rommel Contreras-Perez — Art Teacher
Bonner Cunnings — PE Teacher
Sukhjit Dhillon — CTE Teacher
Maria Duke-Mendoza — Science Teacher
Gabriel Flores — Math Teacher
Roseanna Flores — CTE Teacher
Valerie Flores-Lopez — PE Teacher
Fabiola Garcia — Counselor
Anita Hatch — Instructional Coach
William Hostetter — Special Education Behavioral Autism Teacher
Josette Jackson — Math Teacher
Lacey Madsen — Special Education Teacher
Martin Moreno Moreno — Math Teacher
Mee Moua — Counselor
Keith Raines — ELA Teacher
Maria Rios — Spanish Teacher
Karen Streich-Rodgers — Vice Principal
Erik Rodriguez — PE Teacher
Rosa Rodriguez — Spanish Teacher
Lori Romero-Torres — Science Teacher
Jared Silagan — ELA Teacher
Julie Yang — CTE Teacher
Scott Young Jr. — Special Education Behavioral Autism Teacher

ACS WASC Category C.

Standards-Based Student Learning: Instruction Curriculum

Within the charts below are all criterion from Category C, including indicators with prompts. Findings for these have been outlined and the supporting evidence referenced can be found [here](#).

C1. Student Involvement in Challenging and Relevant Learning Criterion					
To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.					
C1.1	<p>Results of Student Observations and Examining Work</p> <p>Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.</p> <p>Prompt: <i>Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.</i></p>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Findings</th> <th style="width: 50%; text-align: center;">Supporting Evidence</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>McLane High School is part of a larger regional and district system committed to implementing instruction that is both challenging and relevant for students.</p> <p>Following the FUSD Classroom Foundations, Fresno Unified continues to implement a district-wide instructional focus, Instructional Practice Guides (IPGs) in both Literacy and Mathematics. The second tenet of the IPG deals directly with challenging content and is evaluated regularly through classroom walkthroughs when doing in-person instruction and through virtual observations of online class instruction.</p> <p>IPG, Tenet 2: Challenging Content:</p> <ul style="list-style-type: none"> • Is the lesson focused on a high-quality text(s)? (Literacy) • Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning? (Literacy) </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • IPG Literacy Form • IPG Mathematics Form </td> </tr> </tbody> </table>	Findings	Supporting Evidence	<p>McLane High School is part of a larger regional and district system committed to implementing instruction that is both challenging and relevant for students.</p> <p>Following the FUSD Classroom Foundations, Fresno Unified continues to implement a district-wide instructional focus, Instructional Practice Guides (IPGs) in both Literacy and Mathematics. The second tenet of the IPG deals directly with challenging content and is evaluated regularly through classroom walkthroughs when doing in-person instruction and through virtual observations of online class instruction.</p> <p>IPG, Tenet 2: Challenging Content:</p> <ul style="list-style-type: none"> • Is the lesson focused on a high-quality text(s)? (Literacy) • Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning? (Literacy) 	<ul style="list-style-type: none"> • IPG Literacy Form • IPG Mathematics Form
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- During foundational skills lessons, does instruction develop skills in service of comprehension? (Literacy)
- Does the content of this lesson reflect the shifts required by the CCSS for Mathematics? (Math)
- Does this lesson employ instructional practices that allow all students to learn the content of the lesson? (Math)

School-wide our focus has been on shifting our classrooms to focus on the use of research based instructional strategies to increase student engagement and learning. These have included strategies around teaching students from poverty, academic discourse, teaching English Language Learners, and literacy across content. Within Fresno Unified, the expectation is that all students will be engaged in complex texts, complex talk, and complex tasks in all classes.

The Academy of Finance & Entrepreneurship (AFE) is one of McLane’s California Partnership Academies and Linked Learning Pathways, a 4-year program that serves students from grades 9 through 12. This pathway focuses on two areas - Small Business and Entrepreneurship and Banking and Finance. This pathway shows that students in our CTE pathways will be provided with ongoing exposure to a high-level, rigorous curriculum through pathway course progression and work-based learning continuum. Students know the standards and expected industry performance levels through industry competencies, financial literacy, hands-on projects, and interactions with multiple businesses/corporations. Financial Literacy Certification.

The Medical Education & Research Academy (MERA) is one of McLane’s California Partnership Academies Linked Learning Pathway, a 4-year program that serves students from grade 9 through 12. This pathway is certified by the National Academy Foundation (NAF). This pathway focuses on health science with an emphasis in patient care, using a high-level, rigorous curriculum through pathway course progression and work-based learning continuum. Students will attain the necessary skills for success through experiencing opportunities through hands-on projects and interacting with healthcare and medical professionals. They earn industry certifications and can be involved in internships.

- [Course Syllabi](#)
- Master Schedule
- Afterschool Program Offerings
- Enrollment Data

- [McLane CTE Website](#)

<p>The ArtVenture Academy (AV) is one of McLane’s California Partnership Academies 3-year program that serves students from grade 10 through 12. This pathway focuses on Arts, Media, and Entertainment with an emphasis in Production and Managerial Arts. The AV program uses a high-level, rigorous curriculum through pathway course progression and work-based learning continuum. Students in this pathway will attain the necessary skills for success in the field of video production, live broadcasting, and directing. Students have opportunities to experience hands-on projects and interact with local and state business partners from the digital media, arts, and design industry. They will earn industry certifications and can be involved in valuable internships.</p>	<ul style="list-style-type: none"> · Embedded Assessment, Rubric, Essay Outline
<p>Springboard is the adopted curriculum for FUSD English Language Arts classes for grades 9 – 11th. Teachers and students have access to Springboard Online and can access their student textbook/workbooks, ZINC Learning (reading and vocabulary resource), some assessments, etc. Teachers have access to the Teacher’s Edition, exemplars of Embedded Assessments (EAs) and additional curricular resources.</p>	<ul style="list-style-type: none"> · McLane After School Program · Evidence in WASC Teams
<p>McLane After School Program serves and provides all support to students from 3:00 PM to 6 PM. A big component of our program is providing tutorials for students who need academic support. Our program also provides mentoring, positive youth development, intramural sports and recreation, arts and crafts, and offers cultural dance groups such as Folklorico, Hmong Dance, K-Pop etc. The program has a daily average of 150-180 students attending the program.</p>	<ul style="list-style-type: none"> · California ELD Standards · PPT from ELD PL for Staff · Evidence in WASC Teams · National Geographic Edge Curriculum
<p>McLane High School offers a variety of AP/Honors level courses to students. AP teachers are provided with supplemental contracts through the district to provide tutoring for their AP students.</p>	
<p>McLane High School’s English language learners are supported through best practices that teachers are implementing in their classrooms. Some best practices are utilizing sentence frames for complex talk/writing, graphic organizers for vocabulary, chunking information and visuals/realia. The ELD Coordinator at McLane provides support and PL for the staff to support</p>	

	<p>collaboration and discussion around the CCSS ELD standards to support our English Learners by providing a safe academic setting for language development.</p> <p>For the purposes of meeting students' credit recovery and some original credit needs, the school district maintains a license from Edgenuity, an outsourced online program. According to its website, Edgenuity is "a standard-based online learning resource for school districts, which teaches kindergarten through 12th-grade in core, elective, credit recovery, technical, and career subjects, through both remedial and accelerated work."</p> <p>The school district has placed one FTE teacher at McLane High School to assist with the students' credit recovery needs and some original credit courses. This placement serves up to 145 students. The teacher maintains appropriate credentials and HOUSSE certificates allowing for multiple courses from a variety of subjects to be offered. The Edgenuity courses offered to McLane students for the purposes of credit recovery and some original credit courses (with site administration approval) include the following:</p> <ul style="list-style-type: none"> ● English I, II, III, and IV ● Social Sciences: Modern World History, U.S. History, American Government, and Economics ● Mathematics: Algebra I and Geometry ● Electives: Strategies for Academic Success, Online Learning & Digital Citizenship, Art History, Career Explorations, World Regional Geography, Personal Finance, Psychology, and Visual Arts. 	
<p>C1.2</p>	<p>Student Understanding of Learning Expectations</p> <p>Indicator: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.</p> <p>Prompt: <i>Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness.</i></p>	
	<p>Findings</p>	<p>Supporting Evidence</p>

<p>Teachers throughout McLane High School utilize an adopted standard-based curriculum. Lessons are structured around the content standards for each course. Teachers have lesson objectives or learning targets and check for understanding throughout the lessons to gauge student learning aligned with the standards.</p> <p>Teacher PLC groups are at varying levels of proficiency in collaboration and creation of common formative and summative assessments; however, all are moving forward with this practice. Through this process, data is disaggregated in order to discuss and reflect on successful teaching and learning strategies. Upon reflection, teachers revise and adjust instruction to meet student needs and standards.</p>	<ul style="list-style-type: none"> · McLane Departments Website · ELA & Literacy Standards · Mathematics Standards · World Language Standards · ELD Standards · Biology Standards · Evidence in WASC Teams · Evidence from Springboard C1.1 Online · Week at a Glance · Common Formative assessments
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C2. Student Engagement through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications.

C2.1 Teachers as Facilitators of Learning

Indicator: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.

Prompt: *Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>McLane High School teachers differentiate their instruction to meet the needs of all students including English Learners, SPED, and 504 Designated. McLane High School Teachers choose and use several of the following techniques to meet the needs of all students. That list includes but is not limited to:</p> <ul style="list-style-type: none"> ● Sentence/Language Frames ● Scaffolding (Chunking) ● Guided Instructions 	<ul style="list-style-type: none"> · Johannsson - Study Guides · Flores - Student Guides, PPTs · Yang - Student Presentations · Orelup - PPTs, Student Summaries links · World Languages - Presentations · Harrison - Nearpod, Forms Exam links

	<ul style="list-style-type: none"> ● Graphic Organizers ● Outlining ● Multiple forms of Note Taking ● Project Based Assignments ● Video Presentations ● Visual Aides ● Preferential Seating ● Google Translator ● Use of Computer Technology ● Collaborative Learning ● Microsoft Teams ● Presentations – Multimedia/Speaking <p>McLane High School teachers use a variety of strategies which include multimedia and other technology in the delivery of their curriculum.</p> <p>Teachers on McLane campus focus on instruction that is student driven and inquiry based. Instruction in classes is differentiated effectively using video, authentic materials, realia, internet research using computers, tablets, or cell phones, and the use of document cameras and LCD projectors. Students use this technology for both everyday assignments and projects.</p> <p>The preferred digital platform for delivering online instruction for Fresno Unified is Microsoft Teams. All students have Microsoft Office 365 accounts and access to the suite of programs (Outlook, Excel, PowerPoint, OneDrive, Word, OneNote, etc.). Teachers also provide additional support through Teams such as videos, links to websites (including digital supplemental resources for adopted curriculum), quizzes/exams, and supplemental texts.</p> <p>Teachers develop a variety of instructional strategies in their PLCs, including activities where students think, reason, and debate. PLCs develop unit plans which include various learning strategies and the use of multimedia and technology.</p>	<ul style="list-style-type: none"> · CTE Student Portfolio Example · CTE Student Portfolio Example · Big Ideas Immersive Reader · Kahoot Quizzes · Microsoft Forms · Nearpod · Peardeck · FlipGrid · Zinc Learning Assignments · Microsoft Teams Assignments · Springboard Online Assignments · Big Ideas Math Assignments · Savvas Realize Online Assignments · McGraw Hill · FUSD Desmos Lessons
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<p>C2.2</p>	<p>Creative and Critical Thinking</p> <p>Indicator: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.</p>
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	<p>Prompt: Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in group and individual activities, such as projects, discussions and debates, and inquiries related to investigation.</p>	
	<p>Findings</p>	<p>Supporting Evidence</p>
	<p>At McLane High School, each department has access to resources beyond the textbook by reserving the library, computer lab, or computer cart. All English Language Arts and Mathematics classrooms have computer carts, and many science classrooms. We are working toward every classroom having its own designated computer cart. A recent shift in this approach happened with the COVID-19 pandemic. The computer carts were collected and the laptops were redistributed and checked out to McLane students to use at home during distance learning. The library staff has been working toward every student at McLane having a district issued device.</p> <p>Whether in-person or online, teachers can use these devices to provide opportunities for our students to analyze and view primary source documents and artwork, practice online exercises, create digital projects, listen to speeches, research and cite documents, check out class sets or individual novels, write and submit their essays, and access print resources.</p>	<ul style="list-style-type: none"> · McLane Destiny Data · Sora Application · McLane Library link
<p>C2.3</p>	<p>Application of Learning</p> <p>Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.</p> <p>Prompt: Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.</p>	
	<p>Findings</p>	<p>Supporting Evidence</p>
	<p>Teachers use a variety of methods to help students organize and apply their knowledge. Whether by annotating passages, summarizing notes, diagramming/explaining on whiteboards (in person or digitally), pair-share activities or using graphic</p>	<ul style="list-style-type: none"> · Student Highlander Highlights video links

	<p>organizers/notebooks; students learn to order, process, and apply information.</p> <p>Students are given various tools to gather knowledge through our extensive online library databases, primary sources available through library and classroom collections, and through research activities using either their own device or the district provided laptops. Students also have opportunities to gather and create knowledge through inquiry and experimentation in science classes.</p> <p>McLane students demonstrate their new knowledge through various assignments. Students communicate their knowledge through creating short videos, PSA's, posters, research papers, performance tasks, presentations to peers/community/industry partners, answering critical thinking questions, annotating and analyzing a variety of documents, group projects, group presentations, class discussions, and quiz/gaming apps i.e., Kahoot. Knowledge is also demonstrated through exams and free response questions.</p> <p>At Professional Learning Communities meetings, teachers collaborate with other teachers from their department and break down into grade level or subject matter (example Algebra I, Geometry, Algebra II or 9th grade English, 10th grade English). In these meetings, staff share students' work samples, MTSS student data, discuss units and create lessons, assessments, etc. for the unit.</p>	<ul style="list-style-type: none"> · CTE Student Portfolio · CTE Student Portfolio · CTE Student Portfolio · Interactive Notebooks (Physics) · CFAs, Common Summative Assessments
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<p>C2.4</p>	<p>Career Preparedness and Real World Experiences</p>	
	<p>Indicator: All students have access to and are engaged in career preparation activities.</p>	
	<p>Prompt: <i>Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.</i></p>	
	<p>Findings</p>	<p>Supporting Evidence</p>
	<p>McLane offers many career readiness opportunities for students to be involved in programs that give students experience in a</p>	<ul style="list-style-type: none"> · Enrollment in Programs, Clubs, Pathways

particular job. There are two main ways for students to be involved for career readiness opportunities:

- Through Linked Learning CTE Pathways; each Pathway has its structured 4-year Work-Based Learning Continuum that provides students ample opportunities as followed:
 - Industry Guest Speakers
 - Specific Industry Job Shadowing and/or Jobsite Tours
 - Career Interest Inventory through Xello
 - Civic Engagement Service-Learning Project Collaboration with Business Partners
 - Career Technical Student Organizations
 - Resume Workshops
 - Mock Interviews
 - Industry Certifications such as CPR/First Aid, ServSafe, OSHA-10, Stop the Bleed, Medical Assisting in Clinical and/or Administrative, ESSA Paraeducator (formally NCLB), Everfi, Microsoft Office, and IC3 Core.
 - Unpaid and Paid Internships opportunities at the VA Medical Center of Fresno, CalVets of Fresno, The Terraces at San Joaquin Gardens, MUFG Union Bank, Tabangcura Insurance Agency, Teacher Assistant at Wishon Elementary, Cross-Age PE at Wishon and McLane SPED classes, Fresno Unified Teacher Academy Summer Program, McLane Sports Medicine, and CMAC-TV.
- Through Career Center Services:
 - Guest Speakers
 - Fresno County Career Tech Expo
 - Career Interest Inventory through Xello
 - Volunteer and Community Services
 - College and Career Fair
 - ASVAB Testing
 - Workability Program
 - Work Permit Services
 - Youth Court Jurors

- [CTE Student Portfolio](#)
- [CTE Student Portfolio](#)
- [CTE Student Portfolio](#)

The Center for Advanced Research and Technology (CART) is a high school that is operated by both Fresno Unified and Clovis

- [CART Website](#)

	<p>Unified school districts. Throughout the school boundaries of both districts, 11th and 12th grade students attend a half-day program of career-oriented classes. McLane High students who choose to participate are bused to CART for either a morning or afternoon session. CART allows students to access career pathways that McLane High does not offer such as Biomedicine, Law and Order and Policy, Forensic Research and Biotechnology and Product Management, among others.</p>	
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ACS WASC Category C.

Standards-Based Student Learning: Instruction

Summary (including comments about the preliminary identified major student learner needs)

Following the FUSD Classroom Foundations, Fresno Unified has continued to implement an updated district-wide instructional focus, Instructional Practice Guides (IPGs) in both Literacy and Mathematics. The second tenet of the IPG deals directly with challenging content and is evaluated regularly through classroom walkthroughs (when teaching in-person) and through virtual observations during digital instruction utilizing the Microsoft Teams platform.

School wide focus has been on building literacy across the curriculum. The district expectation is that all students will be engaged in complex texts, complex talk (Academic Discourse), and complex tasks. The implementation of Common Core standards continues to strengthen and expand. There are several examples of project-based instruction at McLane. The Academy of Finance & Entrepreneurship (AFE) pathway provides students with real world relevant instruction and experiences. Our Medical Education & Research Academy (MERA) pathway focuses on health science with an emphasis in patient care, using a high-level, rigorous curriculum through pathway course progression and work-based learning continuum, with opportunities for internships. An entry-level elective course supportive of multiple Pathways is planned for 2021-22 academic year. This elective course will provide technology-based skill acquisition. Our AP program develops the intellect, academic skills and behaviors necessary for success in college level work. In all pathways, teachers collaborate to integrate cross-curricular learning so students see the connections between their pathway and the courses they take. Springboard is the district adopted ELA curriculum, Big Ideas the mathematics, Savvas Realize, NGSS Standards (Biology/Chemistry), McGraw Hill Impact (SS/History) which are all aligned to CCSS. For students needing additional help, they can attend our McLane ASP program every day of the week until 6:00 PM (when in person) and attend digital activities/tutoring during online instruction. We offer Edgenuity for both credit recovery and original credit.

McLane High's English language learners are supported through best practices that teachers are implementing in their classes. Our EL Coordinator supports students as they work toward redesignation and provides support and professional learning for our staff in CCSS ELD standards and the provision of integrated and designated ELD.

Preliminary Need #1: Improve performance for all students in Common Core State Standards as measured by CAASPP with attention to narrowing achievement gaps for subgroups (EL, students with disabilities, and African American students).

- All teachers utilize standards-based curriculum. Learning targets are included in the Week at a Glance (provided online to students/parents) and are referred to by teachers. All core content teachers have access to attend district professional development to deepen their understanding of CCSS and new curriculum features. District content managers offer ongoing monthly work sessions online and there are online/on-demand technology skill-based professional learning provided by the district. In addition, we have Nearpod, Online CHAMPS training provided to new teachers. Training is always

open to veteran teachers as well. Teachers are receiving ongoing training around Distance Learning Playbook, provided by Doug Fisher. Teachers use a variety of techniques to differentiate instruction to meet the needs of all learners.

Preliminary Need #2: Continued support of our 9th Grade Intervention utilizing CORE resources from the Bill and Melinda Gates Foundation. The purpose of this grant is aligning ELA curriculum to Common Core standards. Our goal at McLane is student engagement of all 9th graders and tracking their progression as they continue on to graduation.

- Freshmen have continued to be the focus of our MTSS teams. Our goal with this focus is to develop high expectations and rigor to our incoming students that they will carry with them through their 4 years at McLane. This effort is a school-wide initiative practiced not only by our teachers, but support staff and administration. Progress has been made supporting our Math and ELA classes utilizing blended learning incorporating our PLUS teachers to help reteach standards in order for our students to achieve mastery. The creation of our Algebra Cohort supporting our 9th graders after school allowed our teachers to connect with groups of their students, reteaching key concepts and allowing students to retake tests they struggled with previously in order to show content mastery.

Prioritized Areas of Strength

- Course Professional Learning Communities meet weekly to develop/refine/review common assessments and student data. Departments meet monthly to support vertical articulation.
- Student data review occurs bi-weekly with department, weekly through admin/management huddle
- Use of technology and multimedia in digital/online instruction through Teams platform is present in every curricular area. All core curricular areas utilize digital curricular resources to support virtual learning.
- Diverse course offerings and real-world work experiences (bank tellers, job shadowing, internships, clinical experience, etc.) are critical elements of pathway study.
- Staff has participated in and incorporated professional learning around instructional strategies to support English Learners, use of technology tools, student engagement, Academic Discourse, and social emotional learning.
- Restorative Justice course supports positive campus culture and peer conflict mediation/conflict resolution circles/student leadership.
- The implementation of Project-Based Learning as an instructional strategy across CTE pathways that is based on rigorous content standards across multiple disciplines as well as addressing 21st century skills and real-world connections that builds success skills for college, career, and life.

Prioritized Areas of Growth

- Consistency and expansion of Co-Teaching planning and differentiation of instruction throughout curricular areas.
- Expansion of elective offerings for students at all grade levels.
- Ongoing training and initial steps in implementation of designated ELD in core curricular areas - language from FPM.
- Student engagement/self-discipline during synchronous instruction and asynchronous time.
- Instructional shifts necessitated by provision of simultaneous live/online/virtual instruction on return from COVID restrictions.

- Instructional planning and practice for block schedules (schedule shift January 2021).

Category D

Standards-Based Student Learning: Assessment and Accountability

Focus Group Members:

Marie Aguirre — Counselor
Fadia Barakat — Special Education English Teacher
Curtis Carlton — PLUS Teacher
Regina Cervantes — PE Teacher
Javan Childs — Vice Principal
Joe Creamier — Science Teacher
Carlos Gonzales — CTE Teacher
Claudia Kliemann — Science Teacher
Hilda Martin — Math Teacher
Lori Mehl — Special Education Math Teacher
Cheryl Mrkaich — Social Science Teacher
Candy Nunez — Math Teacher
Amy Paulson — ELA Teacher
Sarah Rich — ELA Teacher
Rhonda Trumley — ELA Teacher
Andrea Valdez — EL Coordinator
Jeronimo Valdez Jr. — JROTC Teacher
Yer Vang — Math Teacher

ACS WASC Category D.

Standards-Based Student Learning: Assessment and Accountability

Within the charts below are all criterion from Category D, including indicators with prompts. Findings for these have been outlined and the supporting evidence referenced can be found [here](#).

D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion					
<p>The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the LCAP.</p>					
D1.1	<p>Professionally Acceptable Assessment Process</p> <p>Indicator: The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.</p> <p>Prompt: <i>Evaluate the effectiveness of the school’s assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.</i></p>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Findings</th> <th style="width: 50%; text-align: center;">Supporting Evidence</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: top;"> <p>COLLECTION AND DISAGGREGATION OF DATA</p> <p>McLane High School uses the following systems and programs to analyze and disaggregate student achievement data:</p> <ul style="list-style-type: none"> ● Achievement Technology Learning Assessment System (ATLAS) ● Power Business Intelligence (Counselors and Admin) ● Special Education Information System (SEIS) ● California School Dashboard ● PSAT/SAT Tests ● AP Classroom ● English Language Proficiency Assessment for CA (ELPAC) ● California Alternative Assessment (CAA) ● California Science Test (CAST) ● AP data monitoring ● iReady </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> · Office 365 · CA Dashboard · SEIS Dashboard · Reports Available in ATLAS, iReady Dashboard through Clever · College Board · Assessment Data in Atlas · Buy Back Agendas and Teacher/Administration Workshops · Teams PLC Communications · CFA Data Tools · Khan Academy Profile Data </td> </tr> </tbody> </table>	Findings	Supporting Evidence	<p>COLLECTION AND DISAGGREGATION OF DATA</p> <p>McLane High School uses the following systems and programs to analyze and disaggregate student achievement data:</p> <ul style="list-style-type: none"> ● Achievement Technology Learning Assessment System (ATLAS) ● Power Business Intelligence (Counselors and Admin) ● Special Education Information System (SEIS) ● California School Dashboard ● PSAT/SAT Tests ● AP Classroom ● English Language Proficiency Assessment for CA (ELPAC) ● California Alternative Assessment (CAA) ● California Science Test (CAST) ● AP data monitoring ● iReady 	<ul style="list-style-type: none"> · Office 365 · CA Dashboard · SEIS Dashboard · Reports Available in ATLAS, iReady Dashboard through Clever · College Board · Assessment Data in Atlas · Buy Back Agendas and Teacher/Administration Workshops · Teams PLC Communications · CFA Data Tools · Khan Academy Profile Data
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- Springboard (English), Big Ideas (math online), Impact California (Social Studies), LaunchPad (AP World), Illuminate
- California Assessment of Student Performance and Progress (CAASPP)
- California Physical Fitness Testing
- KTEA for triennial and initial IEP evaluations

ATLAS – developed in partnership with Microsoft to collect and disaggregate data, used by teachers, parents, students, admin, counselors (all stakeholders). ATLAS serves as an access point for grades, state and district level assessments, behaviors, and student engagements. Club advisors can create student rosters and take attendance in ATLAS.

Power Business Intelligence – Tool/application used by counselors and administrators to pull system-wide data for up to the last three years. Data includes behavior, attendance, survey, and academic data and can be compared to site and district goals.

California School Dashboard – Provides data to indicate a school’s performance in comparison to all schools across the state. Data includes Student Population, Academic Performance, Academic Engagement, and Conditions and Climate.

Special Education Information System (SEIS) program is utilized by all Special Education (SPED) teachers to monitor progress on goals, see triennial results, and identify present levels of performance. All Individualized Education Plans (IEP’s) are written for students identified at various levels of Special Education services in SEIS. Annual goals are created; progress on these goals is written quarterly. Services, accommodations, and modifications are embedded into the iReady and CAASPP assessments. The IEP accommodations and modifications ensure instruction and assessments support students that have these guaranteed services. Creating an individual plan for SPED students ensures they are integrated into the general education curriculum to progress alongside their peers. Extended School Year for students is determined from SEIS questionnaires included in SEIS and the IEP team. Triennial testing is included in testing scores noted on students’ IEP and their levels of

performance on assessments such as CAASPP, ELPAC, VCCALPS, and physical education. Additional student information is obtained through behavior plans, post-secondary information, educational setting, and social-emotional functioning.

California Alternate Assessments (CAAs) - These assessments for ELA and mathematics are part of the California Assessment of Student Performance and Progress (CAASPP) System. The purpose of the CAAs is to measure what students know and can do. These measures help identify and address gaps in knowledge or skills early so students can receive the support they need. The CAAs are aligned with alternate achievement standards—called the Core Content Connectors—and linked to the Common Core State Standards (CCSS) for ELA and mathematics.

iReady – A diagnostic assessment program used to evaluate students' content knowledge and skills both in reading and math. The iReady test adapts as students take the test. It is designed to determine a student's grade level and provides students with opportunities to review skills needed to fill the gaps in content knowledge and progress through grades. iReady assessments are given three times a year, to monitor progress. We start diagnostic test 1 in the middle of the first quarter, diagnostic test 2 before the end of semester 1, and diagnostic 3 during the third quarter of the school year. After each diagnostic, with interventions, we expect to see students making progress in improvement of their content areas knowledge and skills. English and math teachers are encouraged to devote time in their classrooms for interventions with students who tested below grade level. After students complete the assessment, it generates a data analysis of students' skills. Teachers and students can work together to close the gaps in the area(s) they are low in with designed lessons that will target the students' needs. Students work independently on lessons where they need more practice to master concepts online. Currently, only English and math teachers have received training in iReady testing and reports. All teachers can see the iReady scores for their students, both in ATLAS and in the iReady dashboard itself. The next phase of iReady implementation is to train all teachers in how to utilize the data.

PSAT/[SAT](#) Tests – Students begin taking the PSAT each year in the 8th grade and continue through 11th grade. Fresno Unified has made a commitment to provide students with free personalized practice tests aligned to their PSAT scores. Every student’s PSAT score is linked to Khan Academy, providing a tailored practice plan, emphasizing areas of weakness. PSAT scores are available to teachers, counselors and administrators on ATLAS. This data is used to analyze student growth on the PSAT and for course placements.

AP Classroom is an online bank of instructional and assessment resources for AP courses, provided by the College Board. AP teachers can use data generated by the College Board created Progress Checks to customize instruction and review in preparation for the AP exam.

AP data monitoring – Used by counseling and AP Coordinator to evaluate data on AP enrollment, retention, class passage rates, and exam pass rates.

English Language Proficiency Assessment for CA (ELPAC) ELPAC is the new assessment to determine EL levels for students. District-level personnel are responsible for administering this assessment to students. Students are being tested on the ELPAC to provide a starting point for them to correctly be identified at their learning levels when they first start school. This test will measure student performance from the ELD standards. It will also provide teachers with information to target students with appropriate instruction and determine if a student needs to be challenged more. The ELPAC will also provide support information for teachers to monitor and deliver the adopted curriculum.

California Science Test (CAST) Assessing the Next Generation Science Standards. Assessment is given to juniors at the end of quarter 3. This assessment is new and currently scores are not available for the first administration.

California Assessment of Student Performance and Progress (CAASPP) - In high school, students take the CAASPP in their 11th grade year. The CAASPP provides scores for English and math across multiple areas. In each area, students score as

either Below Standard, Near Standard, Met Standard, and Above Standard. In English, students are scored in Reading, Writing, Listening, and Research/Inquiry. In math, students are scored in Concepts & Procedures, Problem Solving and Modeling & Data Analysis, and Communicating Reasoning. Score reports can be viewed by teachers under the Assessment tab in ATLAS. English and math teachers are encouraged to utilize data from reports to focus instruction. Although all teachers have access to the CAASPP scores of their students, there is no sitewide system for all teachers to evaluate this data and use it to inform instruction. The focus for evaluating this data has been in the English and Math departments, as these are the two areas tested by exam.

Springboard (English) and Big Ideas (Math Online) Springboard is the required curriculum for freshmen, sophomores and juniors to meet the required learning targets based on their grade level standards. Students are assessed in different forms; they have reading comprehension, reading, and writing. Big Ideas Math is a complete high school online math program developed with the Common Core Standards for Mathematical Content and Standards for Mathematical Practice as its foundation. Instructors have the option to assess students using online or paper assessments. Common Formative Assessments are designed around Springboard and Big Ideas by English and math PLCs. Teachers can use the weekly dedicated PLC time to analyze this data.

California Physical Fitness Testing McLane's Physical Education Department prepares students for the CA State Physical Fitness Test which requires students to pass five out of six fitness assessments in order to receive credit for the course. Each student will be assessed using the following suggested test components:

- Aerobic capacity
- One-Mile Run/Walk Test or the PACER
- Body Composition
- Body Mass Index
- Muscular Strength, Endurance, and Flexibility
- Curl Up
- Push Up
- Trunk Lift

- Back-Saver Sit and Reach or Shoulder Stretch

Pre- and post- tests are given. Pre-tests are given at the beginning of the school year, but the final test results that determine pass or fail are administered in April. Students have one fitness day per week in their PE units during the school year to perform, practice and record results in order to show growth toward being in the required healthy fitness zones for each assessment.

Kaufman Test of Educational Achievement (KTEA) This is the district adopted assessment tool used in the initial and triennial IEP assessments. It is used to measure student performance in academic areas. It is considered in relation to the testing completed by the school psychologist as well as input from classroom teachers to determine placement and services for students.

ANALYSIS OF DATA

Data from the various forms of assessment is used to inform discussion based around the Four Foundational Questions:

- What do we want students to learn?
- How do we know if they learned it?
- What do we do if they don't learn it?
- What do we do if they already know it?

Discussions surrounding these questions take place in Department and Subject/Grade Level meetings. Focusing on these four grounding questions integrates into the Continuous Cycle of Learning. This helps with improving the performance of our students and narrowing the achievement gap in our struggling subgroups of EL Learners, students with disabilities and African American students.

Professional Learning Teams – McLane has PLC time built into the weekly schedule. This provides teachers a weekly venue for dialogue surrounding curriculum, instruction, and assessment. Each PLC is led by a lead teacher, who is also usually a member of the site's Instructional Leadership Team (ILT). Within PLCs common learning goals and assessments are designed, implemented, and evaluated.

	<p>PLCs are also able to take release days explicitly for the development of aligned instruction. A release day provides a full day for a team of teachers to focus on student data, content standards, and best practices.</p> <p>AP course placement – The AP Coordinator helps oversee the AP program and works with the counseling department on course placement and student supports. PSAT scores and grades are used to determine placement in AP courses to updraft and open AP courses to as many students as possible. Having more students enrolled in AP courses has increased the potential of using AP scores as evidence within the College/Career Indicator program.</p>	
<p>D1.2</p>	<p>Basis for Determination of Performance Levels</p> <p>Indicator: The school leadership and instructional staff determine the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.</p> <p>Prompt: <i>Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.</i></p>	
	<p>Findings</p>	<p>Supporting Evidence</p>
	<p style="text-align: center;">COMMUNICATION OF DATA TO STAKEHOLDERS</p> <p>There is extensive discussion on consistent and fair grading practices both as an entire school and within each grade and subject group. All departments have submitted their collaborative agreements for their grading practices.</p> <p>Results of state and district level standards-based assessments can be disaggregated and analyzed by school staff using ATLAS. Parents and students have access to individual assessment results through the ATLAS system, through regular progress reports sent home to parents, and annual mailings of state assessment results. Students and parents discuss these assessment results along with college placement test (PSAT, SAT, AP test, iReady) results during meeting with their counselors as students plan their four-year path through high school. McLane High School summarizes disaggregated</p>	
		<ul style="list-style-type: none"> · CAASPP Data · iReady Data · PSAT Data · SAT Data · AP Testing Data

student achievement data on a regular basis with stakeholders through the School Site Council (SSC) and English Learner Advisory Committee (ELAC). Finally, results of state assessments are available to the community through the California Department of Education (www.cde.ca.gov), through information on the district website, and reports printed in the local news.

PARENT COMMUNICATION

At McLane, we use a variety of structures and venues for keeping parents informed of their student’s progress and activities including: ATLAS, Parent Portal, Academic Progress reports, Syllabi, Parent Nights (AP, Back to School, Open House), weekly school messages, Student Site Council, Individualized Educational Plan (IEP)/504, EduText, and the McLane website. Parent stakeholders meet regularly to offer feedback and gather information about ways to improve communication, etc. Parent University offers online modules to inform parents how to navigate high school and its services, and parent surveys are sent home twice a year. We also use Bilingual Home/School Liaisons to do home visits and connect to the community. An Attendance/Child Welfare Liaison speaks to parents and students about student trancies and grade deficiencies. She also leads the Student Attendance Review Board (SARB) and sends out letters for different truancy tiers.

SCHOOL MESSENGER/EDUTEXT

School messenger is an automated call system used to communicate with parents and teachers. Currently, the principal sends weekly update messages about school climate and activities at McLane High School. The messages that go out are translated to the home language of the student according to ATLAS. EduText is a texting system that gives updates to parents, notifying them of student progress and attendance.

STUDENT COMMUNICATION

Teachers build communication with students using the following feedback mechanisms:

- School Messenger Reports
- McLane Website
- SARB
- ATLAS
- Parent Portal
- IEP/504
- EduText
- Ticket to the Future

- CFAs
- Exit Tickets
- Microsoft Teams
- Behavior Plans

	<ul style="list-style-type: none"> ● Common Formative Assessments (CFAs) are used to measure learning and results are communicated to the students and parents using ATLAS. ● Exit Tickets are used to close out lessons and revisit the specific learning goals for each unit. Clear and well-defined learning goals are an essential component of effective teaching. ● Visual/Verbal assessments of students are used by teachers to inform further instruction as teachers monitor lessons and collaborative activities. ● Microsoft Teams is a platform used by both staff and students to provide materials, support and discussion for all curriculum related activities presented in class. ● Grades are updated, printed, and physically posted in some classes so that students who are unable to access technology continue to receive feedback about their progress. ● School email is used for two-way communication between instructors and students. Students can inquire about assignments as well as instruction that they may have been absent for. ● The ATLAS grading system is used to track academic progress as well as provide a record of guidance, and counseling provided for individual students. Student contact information can be found on ATLAS as well. ● A-G Counselors meet bi-annually with students, during which students review their progress toward graduation and make any necessary adjustments to their schedules to fulfill credit requirements. ● Behavior Plans are used to assist teachers in differentiation of instruction as well as classroom management strategies that allow for more efficient classroom discourse. 	
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<p>D1.3</p>	<p>Monitoring Student Growth</p> <p>Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.</p> <p>Prompt: <i>Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and</i></p>
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<p><i>college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.</i></p>	
Findings	Supporting Evidence
<p>In Fresno Unified, including McLane, the most available system resource for monitoring student progress in our district grading system is ATLAS. Current grades, historical grades, and progress toward graduation, as well as assessment scores and behavior logs, are always available for review so that students and parents are kept informed of student progress.</p> <p>Student interaction with counselors is vital to student success because navigating high school and preparing for college and career readiness requires consistent monitoring. Counselors meet with students yearly to focus on progress, and on an as-needed basis. All meetings with students are recorded on ATLAS and can be documented via sign-in sheets. Counselors consistently check student grades and make referrals to students who are off track in credits towards graduation. Additionally, counselors are placing students in the correct courses, so all students are on track to satisfy A-G requirements. Some students decided to opt out of AG and CSU/UC requirements because they have different plans aside from attending a four-year university such as serving in the military.</p> <p>McLane's AP program is working every year to offer opportunities to all students. Every teacher receives student scores and a planning report that breaks down the test into units to help guide teaching to maximize student success. In addition, the district allows all students grades 9-11 to take the PSAT in October and the juniors to take the SAT in the spring.</p> <p>When students fall behind in credits, McLane uses online platforms like Edgenuity to help students recover credits so that they remain on track to graduate on time.</p> <p>McLane's Physical Education Department prepares students for the CA State Physical Fitness Test which requires students to pass five out of six fitness assessments in order to receive credit for the course. Each student will be assessed using the following suggested test components.</p>	<ul style="list-style-type: none"> · ATLAS · Counselor Meetings · AP Enrollment · AP Scores · PSAT/SAT Scores · Edgenuity Enrollment · CA Physical Fitness Testing

- Aerobic capacity
- One-Mile Run/Walk Test or the PACER
- Body Composition/Body Mass Index
- Muscular Strength, Endurance, and Flexibility
- Curl Up
- Push Up
- Trunk Lift
- Back-Saver Sit and Reach or Shoulder Stretch

In order to assess growth, pre- and post- tests are given. Pretests are given at the beginning of the school year, but the final test results that determine whether they pass or fail are administered in April. Students have one fitness day per week in their PE units during the school year to perform, practice and record results in order to show growth toward being in the required healthy fitness zones for each assessment.

Individualized Education Plans (IEPs), 504 plans, and Student Study Teams (SSTs) are used to ensure that students with special needs are met. Areas of concern are identified, and plans are made to address the needs of all stakeholders: students, parents, and teachers. Each stakeholder knows what their role and obligations are so that student outcomes are maximized.

504 meetings are a collaborative effort among all stakeholders: teachers, parents, and students to provide insights and develop accommodation that will provide students with an equitable education to succeed in the education system. Each student's accommodation varies according to each of their needs. These meetings are led by the school counselor and are entered into a 504 Plan document, which is then shared with the stakeholders and must be followed accordingly.

McLane uses SSTs to bring students, parents, and teachers together to address student needs in order to maximize student outcomes in the classroom for students who are struggling at school.

Our child welfare and attendance clerk meet with the parents of students experiencing attendance issues to discuss student academic performance, attendance progress, and concerns. In

- IEPs
- 504s
- SST
- ELPAC

	<p>many cases, an academic or attendance plan is developed to help the student get back on track to graduate on time. Additionally, the Home School Liaison makes home visits to connect with hard-to-reach parents for students who are experiencing attendance, academic, and behavioral issues hindering their progress at McLane High.</p> <p>The Seal of Biliteracy takes the form of a gold seal that appears on the diploma of the graduating senior and is a statement of accomplishment representing high level mastery of two or more languages. The Seal of Biliteracy program at McLane High School has been thriving with approximately 80 students annually receiving the seal for their work in Spanish and Hmong.</p> <p>When students fall behind in credits, McLane uses the online platform Edgenuity to help students recover credits so that they remain on track to graduate. Online integrity is assessed by teacher use of HP Classroom Manager that lets the teacher see the screen of each student and the teacher walking the classroom.</p>	<ul style="list-style-type: none"> · Seal of Biliteracy · Project-based Learning Activities · Edgenuity
<p>D1.4</p>	<p>Assessment of Program Areas</p> <p>Indicator: The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.</p> <p>Prompt: <i>Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations , including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.</i></p>	
<p>Findings</p>		<p>Supporting Evidence</p>
<p>McLane High School is working hard to meet the needs of all students through various academic, career, and social emotional support systems put in place. In addition, McLane High School students have support through IEPs, 504s, Student Study Teams (SSTs), and personalized learning plans. For those who have demonstrated social-emotional needs, there are on site services along with implemented supports such as behavior intervention plans, accommodations and modifications, and</p>		<ul style="list-style-type: none"> · Microsoft Teams · ATLAS · Tool Tracker · Four-Year Plans · Course Syllabi · iAchieve · PLUS Teacher Model

wellness plans. The McLane High School counseling department works individually and collaboratively with administrators, teachers, and/or other school personnel (i.e. school psychologist, nurse, onsite therapists, and the school social worker) to identify students who are at risk and establish appropriate interventions that may include referrals to Caesar Chavez Adult School, on site credit recovery programs, Educational Referral Center, tutoring, and behavioral supports which helps to increase graduation rates and addresses Critical Student Learner Needs.

At McLane High School, we utilize the FUSD Board policies and the handbook to adhere to the graduation requirements, credits needed, and A-G course completion. Grading and homework policies are articulated clearly in each teacher's syllabus. Each teacher is required to turn in their syllabus to administration for review and oversight. An area for growth is that as school staff we rarely discuss grading practices. Most departments/PLCs do not have common grading practices. We also need to reflect on our current grading practices and investigate research-based grading practices that could inform us how we proceed in the future.

PROFESSIONAL LEARNING FOR
DATA DRIVEN DECISION MAKING

Professional Learning and training at the administrative team level has been provided through strategic meetings, lead teacher training, and district facilitated co-administrator meetings using our district-adopted book Learning by Doing by Richard DuFour. This book has initiated a lot of work done within Professional Learning Communities focused on student work, sharing data, and modifying instructions based on results.

Counseling professional learning: professional learning related to data-driven decision making helps the counseling team refine their counseling skills and continuously focus on increasing student awareness of college and career readiness. Our counseling department receives training in essential counseling components that are supported by the district:

- College Board training with at least one counselor per year in training

- Targeting 9th Grade D/Fs
- ATLAS
- iAchieve
- Pacing Guides
- Common Assessments

- Department and PLC Agendas
- Edgenuity
- Pathway Programs

	<ul style="list-style-type: none"> ● Multiple FAFSA trainings each year with led by district officials ● Buyback training days twice a year with different focuses each year led by the district’s director of College and Career Readiness ● Utilizing the Equity and Access BETA tool to monitor student progress to include the following: course scheduling, transcript analysis, A-G completion, AP status, college eligibility and financial aid ● English Learner training to help them progress through high school ● CSU/UC/CC college eligibility and programs every year from the senior team ● Social/emotional (Applied Suicide Intervention Skills Training) ASIST training every other year aiding in suicide prevention. <p style="text-align: center;">TEACHER PROFESSIONAL LEARNING</p> <p>All teachers have access to regularly updated information regarding student progress toward meeting district, state, and federal accountability guidelines on ATLAS. All staff have access to this data and the majority have viewed student achievement related to their content area.</p> <p>We recognize that there is a continued need to provide professional development to support staff in implementing data driven decision making. To do this, McLane High School has ongoing resources such as:</p> <ul style="list-style-type: none"> ● Analyzing and reflecting on common assessments within PLCs to ensure standards are being met ● Regional buyback training days with all elementary, middle, and high school staff promoting common focuses, skills, areas of growth, and a culture of success and community for our region have occurred periodically over the last several years. 	
<p>D1.5</p>	<p>Schoolwide Modifications Based on Assessment Results</p> <p>Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.</p>	

Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Findings	Supporting Evidence
<p style="text-align: center;">PROFESSIONAL LEARNING FOR DATA DRIVEN DECISION-MAKING</p> <p>Professional Learning and training at the administrative team level has been provided through strategic meetings, lead teacher training (ILT), and district facilitated training. Our district has adopted the book Learning by Doing, by Richard DuFour. This book has initiated much work within PLCs focused on student work, sharing data, and modifying instruction based on results.</p> <p>Teacher Professional Learning – All teachers have access to ATLAS which provides information on student results on multiple tests such as interim tests, iReady, PSAT, AP, CAASPP. Teachers are encouraged to review student achievement in their content areas to inform instruction. To ensure all teachers continue to get professional development, McLane has ongoing resources such as:</p> <ul style="list-style-type: none"> • Analyzing and reflecting on CFAs and Embedded Assessments in specific content areas. • Professional Development led by Culture and Climate Team on Wednesdays focused on topics derived from staff, Tenet 3 on the instructional practice guide, and input from school surveys such as the School Connectedness Survey. • Regional buyback training days with our feeder elementary and middle schools which focus on common visions, skills, and areas of growth for our region. <p>Counseling Professional Learning – Professional learning related to data-driven decision making helps the counseling team refine their counseling skills and continuously focus on increasing student awareness of college and career readiness. Our district</p>	<ul style="list-style-type: none"> • Learning By Doing by DeFour • ATLAS • PSAT Results • AP • CAASPP • Department CFAs • English Springboard Curriculum Embedded Assessments • IPG • School Connectedness Survey • NACAC • Ed Trust West • College Board • FAFSA

also sends us to counseling training courses such as NACAC and Ed Trust West. Also, Power BI is a new data tool for the district. It gives us data that ranges from behavior to academic and socio/emotional.

Our counseling department receives training in essential counseling components that are supported by the district:

- College Board training with at least one counselor per year in training
- Multiple FAFSA training each year led by district officials
- Buyback training days twice a year with different focuses each year led by the district’s director of College and Career Readiness
- Power BI
- English Learner training to help them progress through high school
- CSU/UC/CC college eligibility and programs every year from the senior team
- Social/emotional (Applied Suicide Intervention Skills Training) ASIST training every other year aiding in suicide prevention

RESOURCE ALLOCATIONS BASED ON
ASSESSMENT RESULTS

Data drives the allocation of resources at all levels in the Fresno Unified School District. The allocation of categorical monies is specifically tied to data demonstrating the capacity of the school to implement necessary changes. The district has developed a template for the Single Plan for Student Achievement (SPSA) based on research-based best practices and student assessment data. The categories encompassed within the SPSA reflect district identified areas of need based on student assessment results such as CAASPP, the English Language Development Test (ELPAC), and the California School Climate Survey.

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) serve as links with the community and parents. These advisory groups analyze student assessment data to plan for the allocation of Title One, Economic Impact Aid and Limited English Proficient categorical monies. The focus of

- Power BI
- ASIST
- CSU/UC/CC Eligibility

- After School Enrichment Programs
- Khan Academy Lessons and Data
- Link Crew
- Upward Bound
- Men’s and Women’s Alliance
- SPSA
- SSC Agenda/Minutes
- ELAC Agenda
- CCR Program
- SPSA

<p>the School Site Council is on closing the achievement gap to proficiency for minority subgroups. To assist in this endeavor, the ELAC provides feedback for the SPSA to allocate monies to provide services, interventions, instruction and professional development that will close the achievement gap and scaffold all students to proficiency.</p> <p>The purpose of the English Learner Advisory Committee (ELAC) is to provide opportunities for parents to give advice and assist the school in the decision-making process concerning programs for English Learners. The ELAC focuses on the development and implementation of the school plan for English Learners that is submitted to the Fresno Unified School Board of Education. The committee also develops an annual school needs assessment for English Learners (EL) and reviews the school's annual language census to develop the school's plan and to facilitate parent awareness of concern related to ELs. The SSC and the ELAC are fully staffed and functioning at McLane High School, which provides the school with valuable information based on relevant student data (performance, language, attendance, demographic) to implement essential programs and services to close the achievement gap and provide rigorous educational opportunities for all students.</p> <p>In order to encourage more students to apply for college and financial aid, counselors are holding college application workshops on campus and FAFSA workshops with college representatives working in collaboration with counselors.</p> <p>The Upward Bound Program also assists students with UC applications. College Career Readiness (CCR) provides a variety of college field trips to different universities as well as Fresno Community College are available to students. This exposure has led more students to consider their options following the completion of high school.</p>	
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D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

D2.1 Assessment Strategies to Measure Student Achievement

Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

Prompt: Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>School leadership uses all the information gathered through standardized testing to report, analyze and distribute student growth and educational needs to parents, school professionals, school boards and community stakeholders.</p> <p>McLane uses iREADY testing three times a year to assess student learning throughout the year in reading and math. The results of these assessments are used to inform instruction, identify best practices, and provide opportunities for targeted reteaching.</p> <p>CAASPP testing is administered to 11th graders in the spring to assess their knowledge of the Next Generation Science Standards. The results of these assessments are used to identify areas for growth in grades 9-11 that could be better supported by teachers and administration. The results are used marginally to support previously tested students moving into 12th grade. The results from 2018-2019 CAST were released in February 2020. The achievement levels for this exam are Standard Not Met, Standard Nearly Met, Standard Met, and Standard Exceeded. Currently, Fresno Unified is in the process of a curriculum adoption for the Next Generation Science Standards in order to meet the requirements of this state test. At McLane we still need to critically analyze our strengths and areas for growth within the Next Generation Science Standards. Additionally, we are in a district curriculum adoption year that reflects the Next Generation Science Standards and CAST will provide support for teachers and students to be more successful in subsequent assessment years.</p> <p>PSAT scores are used to help place students on appropriate courses (GATE, Honors, AP) and to identify areas of growth and</p>	<ul style="list-style-type: none"> · iReady Assessment Results · CAASPP Results · PSAT Data · AP Test Results · ELPAC Assessment Data · School Climate Survey Data · Parent Survey Data · CFA Data Analysis Protocols · PLC Agenda/Minutes

needs. An area of growth for our site would be better use of this data to help drive instructional practices in a timely manner.

AP exam results are analyzed by teachers to inform instruction and set goals for the next instructional year. Teachers identify strengths and areas for growth to reflect and improve for the upcoming year.

ELPAC assessments are used to gauge [language acquisition](#) among EL learners so that when students reach proficiency, they are redesignated. Teachers utilize scores to help scaffold learning and build students' skills in English as a second language to help students reach proficiency.

McLane High sees the connection between a student's social emotional health and academic success. Every year, students are given an opportunity to share their viewpoints through the completion of a school-wide survey. Social emotional Data is utilized from surveys completed by students to evaluate the school culture, student engagement, connection to staff, and Social Emotional health of students. These results help us identify the social and emotional needs of students and develop resources such as our Restorative Practices Counselor and ED Support room, which is open to any student in emotional crisis, so that student achievement is maximized. Additionally, parents annually receive a schoolwide survey to offer input about their experience in our campus community. School safety, team building, school goal setting are topics that will be evaluated so that schoolwide systems can be implemented to better facilitate inclusion so that student growth remains our priority.

PLCs develop, test, and analyze common formative assessments. Each PLC decides which essential topics to assess within a unit, or chapter, and the rubric for success. After the assessments are given, PLCs analyze results to identify best practices and reteach moments if needed. These assessment results are shared with students and the Vice Principal overseeing each PLC.

Teachers and students utilize progress checks created by the College Board that are composed of formative AP questions from each subject offered at our school (History, Language and Composition, Literature, Psychology, etc.). The data provided by

· AP Classroom Progress Checks

	<p>these formative assessments helps students measure their content knowledge and skills. Teachers use the data to inform instruction throughout the school year and reteach difficult concepts.</p> <p>Many teachers use formative and summative assessments using programs such as Quizlet Live, Kahoot, Socrative, Plickers, and Quizziz to check student understanding. For example, AP Human Geography students practice vocabulary using Quizlet and Chemistry teachers use Socrative for checking for understanding and additional practice.</p>	<ul style="list-style-type: none"> · Various Online Quiz Programs 						
<p>D2.2</p>	<p>Demonstration of Student Achievement</p> <p>Indicator: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.</p> <p>Prompt: <i>Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.)</i></p>							
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Findings</th> <th style="text-align: center;">Supporting Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="191 1144 1058 1470"> <p>Modifying instruction within the classroom – Teachers use a variety of ways to differentiate instruction. This includes warm-ups, vocabulary review, scaffolding, analyzing rubrics, analyzing examples, previewing lessons, reinforcing recurring skills, partner work, collaborative assignments, small groups, reteaching concepts, and student reflections.</p> </td> <td data-bbox="1058 1144 1531 1470"> <ul style="list-style-type: none"> · Common Formative Assessment · Checking for Understanding Strategies · iReady Assessments · Classroom Management, Instructional Strategies </td> </tr> <tr> <td data-bbox="191 1470 1058 1955"> <p>Within Professional Learning Communities (PLCs) – McLane High School examines standards-based assessment data in core departments and uses that information to modify teaching and learning processes. Different departments examine a variety of assessments including common assessments created by accountable communities with common rubrics (calibrated and graded together), common labs in science, and common district interim assessments. Teachers also examine student performance throughout the year in relation to the department which allows for pacing decisions to be made.</p> </td> <td data-bbox="1058 1470 1531 1955"> <ul style="list-style-type: none"> · Collaboration through TEAMS · CFA Results · Summative Assessments · PLC Agendas · PLC Pull-Out Days Agenda </td> </tr> </tbody> </table>	Findings	Supporting Evidence	<p>Modifying instruction within the classroom – Teachers use a variety of ways to differentiate instruction. This includes warm-ups, vocabulary review, scaffolding, analyzing rubrics, analyzing examples, previewing lessons, reinforcing recurring skills, partner work, collaborative assignments, small groups, reteaching concepts, and student reflections.</p>	<ul style="list-style-type: none"> · Common Formative Assessment · Checking for Understanding Strategies · iReady Assessments · Classroom Management, Instructional Strategies 	<p>Within Professional Learning Communities (PLCs) – McLane High School examines standards-based assessment data in core departments and uses that information to modify teaching and learning processes. Different departments examine a variety of assessments including common assessments created by accountable communities with common rubrics (calibrated and graded together), common labs in science, and common district interim assessments. Teachers also examine student performance throughout the year in relation to the department which allows for pacing decisions to be made.</p>	<ul style="list-style-type: none"> · Collaboration through TEAMS · CFA Results · Summative Assessments · PLC Agendas · PLC Pull-Out Days Agenda 	
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	<p>Math – Within the mathematics department, we meet in teams on a weekly basis. Each team consists of teachers who teach the same subjects. At these meetings, we have a lead teacher to lead each mathematics (Algebra I and II, Geometry) PLC to create common formative and summative assessments for every unit. Typically, there are 1-3 CFAs each teacher gives to their students per unit. At our weekly meetings, we bring data, using Illuminate, regarding how our students performed on each item on the CFA. We use that data to help inform our strategy to reteach or review.</p> <p>Science – Each Science Department meets weekly in their PLC groups for one hour. Meeting agendas and norms are identified and reviewed at the beginning of each PLC meeting. Minutes are recorded for each meeting and this information can be found on Microsoft Teams under each department team.</p> <p>English Language Arts – The English department uses several means of assessing students to guide, modify, and adjust curricular and instructional approaches. Previously the English department utilized the DRP (Degrees of Reading Power) to determine student reading achievement. Recently, the iReady test has been adopted and administered to students in order to gauge reading and comprehension level for all students.</p> <p>CTE Programs – PLC is made up of different singleton courses. Projects will be assessed based on a common rubric and reflection writing prompt. Within each pathway, colleges evaluate student progress against the CTE standards and adjust plans for the next course in the sequence based on student progress. Summative assessments: Each pathway team sets benchmarks and unit projects together encouraging the Project Based Learning (PBL) model.</p>	<ul style="list-style-type: none"> · Embedded Assessments in Springboard · Springboard Formative Assessments · PSAT Results · CCI
<p>D2.3</p>	<p>Teacher and Student Feedback</p> <p>Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.</p>	

<p>Prompt: <i>Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.</i></p>	
Findings	Supporting Evidence
<p>Teacher reflection is vital to student achievement. Weekly PLC meetings give teachers the opportunity to collaborate and reflect on common formative assessments with each other so that reteaching can be implemented when necessary, and the meetings are an opportunity for the teachers to set goals for future units and projects.</p> <p>Teachers receiving iReady data reflect upon results to drive needed reteaching and future lesson planning. Test results provide student data about a student’s reading and math levels to help the teacher make ability lessons.</p> <p>Our future goal is to provide students and parents with areas of strength and areas where growth is needed for students to reach ELA proficiency.</p> <p>McLane High’s use of Link Crew is a reflection tool because this pairing of freshmen with upper classmen allows the juniors and seniors to reflect upon their own experiences to help the incoming freshmen to better acclimate to high school through activities and games.</p> <p>Teacher communications with students regarding academic achievement are an opportunity for students to reflect upon previous practices to continue in their areas of strength while becoming aware of weaknesses needing to be addressed.</p> <p>Teachers use rubrics to provide students with knowledge of performance expectations for success and feedback related to areas of strength and areas where growth is needed related to performance on projects, presentations, and course assignments.</p>	<ul style="list-style-type: none"> · Reflection and Goal Setting · PLC Meeting Agendas · iReady · Link Crew Data · Academic Discourse · CFUs · Academic Counseling Meeting

<p>Teachers use a variety of student driven dialogue methods to measure student learning; these include Think-Pair-Share, problem solving, and argumentative/debate. These practices are utilized to increase student thinking, engagement with course content, and ownership.</p> <p>Teachers use a variety of learning progress checks such as warm-up questions, exit tickets, targeted quizzes, student reflection, and whiteboarding to assess current student understanding of course content and to inform methods of instruction and the cycle of teaching.</p> <p>Counselors meet individually with students to discuss academic goal performance and progress towards meeting graduation requirements. These meetings are used to help the students better prepare for college/university A-G requirements or a career path to maximize student preparation for their next steps.</p>	
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Summary (including comments about the preliminary identified major student learner needs)

McLane utilizes a variety of tools to track assessment results and keeps students, staff, and leadership accountable for the work we carry out from year-to-year. McLane uses ATLAS, the California Dashboard website, PSAT results, CAASPP, CAST, and ELPAC to analyze student growth and next steps. These tools enable deep and enriched monitoring of student results that guide professional learning and programming at the site level. McLane communicates with stakeholders throughout the year using different programs (EduText, ATLAS, parent portal, etc.) to ensure that all parties are included in the effort to help students achieve success.

McLane continues to improve upon our culture of continuous learning, exhibited by the drive to provide professional learning for both teachers, counselors and parents utilizing Parent University. The professional learning is driven by data collected through the numerous assessment tools (ATLAS, PSAT, CA Dashboard, etc.) and focused on making significant change through well-researched processes, like Dufour's *Learning by Doing* and Doug Fisher's Distance Learning Playbook. Additionally, the school has made changes to the programs to fill needs and bridge gaps such as increasing focus on Link Crew to connect incoming ninth graders to the school and the creation of our COST Team (Coordination of Services Team) that addresses students' social-emotional or disciplinary needs.

Preliminary Need #1: Improve performance for all students in Common Core State Standards as measured by CAASPP with attention to narrowing achievement gaps for subgroups (EL, students with disabilities, and African American students).

- This is accomplished through McLane's MTSS Teams. Our Management and Support staff are broken up into department, grade level teams whose sole goal is to assess student data and find common trends and next steps. This team gathers information from teacher teams, and brings back to our weekly management meeting so we are able to troubleshoot common concerns as a team and celebrate common wins. Making sure all of our students and their needs are being addressed we partner with our EL coordinator, Special Education Regional Instructional Manager and School Social Worker and School Psychologist.

Preliminary Need #2: Continued support of our 9th Grade Intervention utilizing CORE resources from the Bill and Melinda Gates Foundation. The purpose of this grant is aligning ELA curriculum to Common Core standards. Our goal at McLane is student engagement of all 9th graders and tracking their progression as they continue on to graduation.

- Besides using our MTSS Team to address needs for our Freshman students, the utilization of our PLUS teachers in our 9th grade English and Mathematics courses has been a huge support in tracking and supporting our students. 9th grade ELA and Math teachers work side by side incorporating blended learning to target specific students who need additional help and support achieving mastery.

Prioritized Areas of Strength

- McLane has a wide array of assessment systems that provide quality data on student achievement

and learning.

- McLane works with stakeholders through a variety of programs to help communicate results and goals.
- McLane monitors student progress through the various platforms, which helps provide students with up-to-date data on A-G, [SAT](#), and CAASPP.
- McLane has focused PL on site needs, specifically to meet the learning needs of students.
- McLane works with multiple stakeholders and platforms to monitor and track students' progress towards pathway completion.

Prioritized Areas of Growth

- McLane needs to design a systematic way to analyze and address data from CAASPP and CA Dashboard.
- Consistency in pacing within course grade level subject material could be improved.
- Address differences in and reflect on grading policies within departments and subject alike groups.

Category E

School Culture and Support for Student Personal and Academic Growth

Focus Group Members:

Jimmy Burnett — PE Teacher
JoAnne Clark — PLUS ELA Teacher
Kevin Clifton — VAPA Teacher
Tamiko Dailey — Counselor
Reginald Dicks Jr. — Special Education Emotionally Disturbed Teacher
Amy Ellis — ELD Teacher
Vanessa Gonzalez — ELA Teacher
Tarah Gregg — Science Teacher
Ivan Gutierrez — Spanish Teacher
Mysti Harrison — Special Education Science Teacher
Jose Huerta — Re-Engagement Teacher
Felix Juarez — Athletic Director
Jane Koshiba — Science Teacher & Restorative Justice Teacher
Peter Marhenke — Social Science Teacher
Elise Millenaar — Special Education Science Teacher
Steven Nelson — Re-Engagement Teacher
Andrew Orelup — Science Teacher
Agustin Ramirez — ELA Teacher
Alyssa Rodriguez — Campus Culture Director
Lauren Trzeciak — Vice Principal
Chia Vang — ASP Coordinator
Brandon Yang — VAPA Teacher

ACS WASC Category E.

School Culture and Support for Student Personal and Academic Growth

Within the charts below are all criterion from Category E, including indicators with prompts. Findings for these have been outlined and the supporting evidence referenced can be found [here](#).

E1. Parent and Community Engagement Criterion	
<p>The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.</p>	
<p>E1.1 Parent Engagement</p> <p>Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.</p> <p>Prompt: <i>Evaluate the strategies and processes for the regular involvement of the family, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.</i></p>	<p>Findings</p>
	<p>Supporting Evidence</p>
	<p>McLane High School’s student body is not only diverse in culture, but also our students come from all areas of the greater Fresno area. We strive to create opportunities for families and the community members to be involved in students’ academics and activities.</p> <p>Communication is key to creating avenues of opportunity for involvement. The principal sends out weekly recorded communications, which includes important announcements, dates, events, and information for parents and students. The announcements are translated into Spanish and Hmong.</p> <p>McLane has a website that contains information about the school, academics, athletics, arts, and activities. Events are highlighted and opportunities posted relating to community and school events.</p> <ul style="list-style-type: none"> ● Parent University ● Back to School Night ● Open House

	<p>McLane’s counseling team provides FAFSA workshops for seniors to apply for financial aid and help them get all the material required to be able to fill out applications. Parents and caregivers are provided opportunities as well to receive assistance with the FAFSA application. Evening workshops are provided for both the FAFSA application as well as college applications.</p> <p>Counselors also hold a 12th Grade Parent Night. This is an engagement event in which parents of Seniors can interact with 12th grade counselors and counselors as critical senior year information is distributed.</p> <p>The School Building Committee is a collection of teachers, parents, students, and administrators who meet and discuss any issues or problems on campus.</p>	<ul style="list-style-type: none"> · Fresno County Office of Education College Night · Career Technical Expo · Back to School Night · FAFSA Parent Informational Sessions · SBC Meetings Materials
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E2. School Culture and Environment Criterion

The school provides (a) a safe, clean, and orderly place that nurtures learning and (b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and (c) maintains a focus on continuous school improvement.

<p>E2.1 Safe, Clean, and Orderly Environment</p>	<p>Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.</p> <p>Prompt: <i>Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.</i></p>	
	Findings	Supporting Evidence
	<p>McLane High School actively maintains a safe and clean educational environment for all students and staff. The Plant Manager has custodians assigned to different areas of the campus to maintain school cleanliness and ensure proper maintenance is performed as needed. This has created a system of accountability and made it easier to manage the compartmentalized sections of campus. Additionally, the custodial staff has paid special attention to the communal areas</p>	<ul style="list-style-type: none"> · Custodial Assignments

<p>of campus (quad, amphitheater, etc.) to reduce the amount of trash.</p> <p>McLane has a strategic plan to keep bathrooms clean, which coincides with the campus safety plan. The bathrooms are kept open in certain areas of the campus, while others are closed throughout the day and only open during passing periods or at lunch. The goal is to decrease the areas that students congregate in during passing, while also keeping it easy to maintain hygienic restrooms.</p> <p>Students are encouraged to maintain cleanliness of the campus. There are ample locations for trash cans to throw away their trash after lunch.</p> <p>To improve safety and security for all students, updates to security camera systems and new golf carts have increased CA and administration response time, efficiency, and mobility.</p> <p>Students are safe and secure using FUSD approved websites, stronger firewalls, and Microsoft Internet Suite. The teacher librarian has done training for staff to support use of Microsoft Teams.</p> <p>There have been several efforts to increase student safety. Restorative Practices training is part of the current initiative to improve the relationships on campus. McLane has hired social workers, school psychologists, and additional support staff for students to provide for social emotional needs and facilitate the relationship between teachers, staff, and students.</p> <p>At McLane High School, we have a Comprehensive Safe School Plan (CSSP) that provides guidance and direction to administration, faculty and staff who have emergency management responsibilities. The Comprehensive Safe School Plan is used for emergency incidents within the McLane High School facility. McLane holds scheduled and unscheduled lockdown drills, fire drills, and an earthquake drill to give students and staff opportunities to practice and refine safety protocols. Staff are briefed about school safety policies around active shooters, and students are given an assembly about Run, Hide, Fight, which is an initiative by the Department of Homeland Security. The on-campus resource officer led the</p>	<ul style="list-style-type: none"> · Bathroom Remodel and Maintenance Records · Trash Cans Throughout Campus · Golf Carts and Radios · Security Camera System · CORE Survey Results · Lockdown, Fire Drill, Great California Shakeout Schedules · Run, Hide, Fight – Active Assailant Safety Assembly
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	<p>assembly, and students were given information about what they should do in an active-shooter situation.</p> <p>There is an emergency phone number extension that staff can call in case of emergency. This extension will ring all phones in the office to ensure immediate contact. The emergency contact line is in addition to the typical phone numbers for campus assistants and the Student Discipline Resource Center.</p> <p>Parents receive emergency alerts from the school when there is an occurrence such as an emergency lockdown. These emergency alerts can come in the form of text-messages from the EduText system or via phone calls with messages from the principal. Keeping families informed is an important part of ensuring student safety.</p> <p>A new discipline referral form and process to specifically code behavioral concerns ensure teacher interventions and parent contact prior to out-of-class discipline. This reduces the number of students who are sent out of class and miss instructional time for minor infractions.</p>	<ul style="list-style-type: none"> · Parent Message Text Alert (Rapid Alert)
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<p>E2.2 High Expectations/Concern for Students</p>	<p>Indicator: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.</p> <p>Prompt: <i>Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.</i></p>	
	Findings	Supporting Evidence
	<p>McLane High School is dedicated to creating a safe, positive, and spirited campus culture and community. To promote this vision for the campus, a variety of training opportunities and strategic programs are implemented by faculty and staff to foster positive and proactive approaches to classroom management, campus wide structures for discipline and</p>	<ul style="list-style-type: none"> · Social Emotional Padlet · McLane Counseling Informational Website · McLane Club List · Counseling CSU & UC A-G Requirements Website

supervision, and school-wide activities for social-emotional development, celebration of accomplishments and diversity, school spirit, and bonding.

There are a variety of incentives put in place to encourage student excellence in their classes. These include GPA titles of success, academic letters, the privilege list, scholar-athlete recognition, and free Big Fresno Fair admission tickets for students with all A's. During the daily announcements, students are also recognized for their achievements. McLane works hard to cultivate a culture that recognizes and rewards academic achievement, helping students see the value of those achievements.

All 9th-11th grade students are given the opportunity to take the PSAT/[SAT](#) through schoolwide administration. There is also an opportunity for students to participate in after school tutorials with Khan Academy to support students in the PSAT/SAT process.

Located within the Art Building is the Reengagement Center (REC). The staff there work to restore relationships, provide strategies to support students to be successful in classrooms, and works to support teachers with strategies to support students within the classroom setting. The coordinator of the REC works with students to set goals, put in place self-monitoring strategies, and increase communication between teachers and students

Additional services on site include school psychologist and Educationally Related Mental Health (ERMHs) counselor for identified students, academic counselors, career readiness counselors, and social workers.

Classroom teachers have clear expectations regarding discipline. Discipline data is available in district reports through ATLAS. The data is sorted by the number of suspensions and expulsions as well as in school suspensions for a single teacher. Teachers enter both positive and negative behavior into the ATLAS system. Data is collected on the engagements to help track how involved our students are in Goal 2.

- PSAT/[SAT](#) Schoolwide Administration
- After School Tutoring for Academic Support
- Student Clubs

	<p>The Re-Engagement Center Team (RP (Restorative Practices) Counselor, RP TSA (Teacher on Special Assignment), RP TSA, School Psychologist and School Social Worker have formed a COST (Coordination of Support Team) team where they examine school, restorative, Cultural Proficiency, and student/teacher transparency with the intent of building better relationship and eradicating inequities. The team will make on-going recommendations to administration to build teacher capacity and to promote equity in practices. This team was formed because of a review of referral data and student voice.</p> <p>McLane also offers a Restorative Justice course where students from all demographics and sub-groups are represented. This class is co-taught by the RP Counselor and Restorative Justice teacher. Students learn about Restorative Justice and practices that support positive relationships. The RP Counselor, School Probation Officer, and the School Child Welfare and Attendance Specialist work in collaboration to support Youth Court. Youth court is a diversion program, an actual court process, for students who are usually first-time offenders, but the process is multifaceted. Youth Court was developed as an alternative to the Juvenile Justice System and as a restorative process to support school discipline systems. It is also an alternative to suspensions and expulsions. The unique aspect of the program is that it is implemented at the school site and allows for collaboration between the courts, probation, police, and the School. In addition to that, students attending the school can partake in the process as jurors and have a hand in the decision making for the sanction options. The program allows students to learn more about the justice system, restorative process, and collaborate with the courts, school, probation, and police. One of the biggest benefits of the program is that students who engaged in misconduct can resolve their issue in a brief period of time and have their records sealed.</p>	<ul style="list-style-type: none"> · Social Worker, School Psychologist, Educationally Related Mental Health Services Counselor
<p>E2.3</p>	<p>Atmosphere of Trust, Respect, and Professionalism</p> <p>Indicator: The entire school community has an atmosphere of trust, respect, and professionalism.</p> <p>Prompt: <i>Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders.</i></p>	
	<p>Findings</p>	<p>Supporting Evidence</p>

McLane's PLCs (professional learning communities) have created a positive atmosphere where respect and trust is demonstrated in every meeting through collaboration. Teachers open about their areas of strengths and areas for growth. Teachers are not critical of each other but support one another. At the start of every year, PLCs develop team norms. These norms are a part of every agenda. These norms are created with the focus of respecting each other's opinions and have a sense of confidentiality. PLC members hold each other accountable (in a respectful and professional manner) for meeting these norms.

Teachers and staff use a variety of methods to effectively collaborate with each other aside from our PLCs. Some of these methods include email, Microsoft Sharepoint, Remind, Microsoft Teams, and text messaging.

The level of communication between administration and teachers has also improved in the past several years with the change of administrators. Administrators have an open-door policy. This allows for teachers to have easy access to administrators when needed. The personality of the administration has been very professional and fair. This has allowed staff to feel trust towards administration and seek their help when needed.

All vice principals are designated to oversee a content area. Vice principals have focused on having each PLC create CFAs, both summative and formative. Administrators perform both formal (for evaluative purposes) and informal walkthroughs and observations. The administrators document if they saw evidence of the specific tenets. They provide both strengths and suggestions for growth in the tenets observed.

Every week our principal sends out a School Messenger communication with celebrations, announcements, and information about the upcoming coming week. This is a simple exercise that brings a collegial spirit to the work done at McLane by highlighting areas for communal effort, and success on campus.

Increase in accountability of students and building relationships of support and trust.

- [McLane Discipline Flow Chart](#)
- Levels of Misbehavior Form
- Behavioral Identification and Referral Form

	<ul style="list-style-type: none"> • Discipline referrals and processes around it have improved and increased in effectivity (fewer fights, increased student awareness of expectations). • Survey usage to encourage student voice, then using the data to effectively support students. • An “All-in” approach to student support and intervention. Taking into consideration the whole student. • Hallway expectations posted in hallways. • School wide phone policy poster posted in classrooms. • Decals on stairs and bathroom doors promoting student self-worth and a positive school environment. 	
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E3. Personal and Academic Student Support Criterion

All students receive appropriate academic and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

<p>E3.1</p>	<p>Equitable Academic Support</p> <p>Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.</p> <p>Prompt: <i>Evaluate the school’s effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).</i></p>	
	<p style="text-align: center;">Findings</p> <p>McLane staff have created more opportunities for students to learn with support. One initiative has been the creation of ELD and SDAIE (Specially Designed Academic Instruction in English) classes for EL (English Learners) students. Placement for Native Speakers in ELD courses and ELD students in SDAIE classes was a strategic plan to ensure that students have access to challenging curriculum and content while also growing in their English language learning. Once students meet the requirements to succeed in mainstream classes, they are moved into those classes to ensure their ability to meet A-G requirements.</p>	<p style="text-align: center;">Supporting Evidence</p> <ul style="list-style-type: none"> • After School Program • McLane Tutor.com Support • Migrant Leadership Club Flyer

	<p>Co-teaching sections in English and Math provide students with access to the most rigorous curriculum available and in the least restrictive environment. These courses have Special Education teachers who co-teach the class with the general education teacher. For other courses that have SPED students who require support through SPED Services, a Special Education paraprofessional is provided. Most other mainstream courses do not have a paraprofessional unless there is demonstrated need for more support and there is staffing available. Pushing students into these mainstream classes with varied levels of support provides SPED students with the opportunity to earn credits towards graduation and fulfill A-G requirements with the levels of support they need.</p> <p>Pathways also offer job shadowing, internship opportunities, and competitive performance to connect class learning with real world careers and to apply their learning at the highest and most authentic levels. The real-world experience that pathways programs offer to students support their ability to see beyond the walls of the classroom and recognize the opportunities they are preparing for while at McLane.</p> <p>Expansion of college-level Dual Enrollment classes on campus includes Multi-Media and English 1A. These courses offer college credit to students who pass while taking the course in a high school classroom.</p> <ul style="list-style-type: none"> ● After School Program offered free for all students with many subjects available (even in the online setting). ● Tutor.com offering 24/7 tutoring availability to support students. ● AP classes available ● Co Teach and SDC available for qualifying students. ● Tutoring available in the student's native language ● Migrant After School program 	
<p>E3.2</p>	<p>Multi-Tiered Support Strategies for Students</p> <p>Indicator: School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.</p> <p>Prompt: <i>Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support systems.</i></p>	

	Findings	Supporting Evidence
	<p>Students can maximize learning through a variety of coursework opportunities during the school year in their regular school day, in addition to after school, night school, concurrent credit recovery enrollment in APEX classes and summer school classes. These courses offer recovery credit for students struggling to keep abreast of graduation requirements. Providing these systems helps students, who might traditionally drop out, to stay in school.</p> <p>The Home-to-School Liaison conducts conferences and communicates with parents to keep families connected, and helps students with attendance issues make up absences. This structure is in place to target students that would potentially fail for lack of ability to be at school and in class on time. Targeting tardy and absent students for support helps to improve outcomes overall and increases students' abilities to participate in learning.</p> <p>Saturday Academy provides opportunities for students in attendance recovery by giving students credit for time spent at school, while also providing an opportunity for students to make up missed work or receive tutoring from teachers. Saturday Academy additionally honors the work or volunteer time students give during weekends.</p> <p>Restorative practices help provide structures for students to resolve issues in a constructive way. Teachers, students, and counselors sit together and work through issues. The student resource center on campus provides a place for students to work through emotional turmoil, and helps students re-engage with the important learning that must occur on campus.</p>	<ul style="list-style-type: none"> · McLane Department & Staff Websites · Credit Recovery Options: APEX, Night School, Summer School, Fresno Adult School, Independent Study · SARB meetings with Home-School Liaison · Saturday Academy Classes · Continuum of Responsive Restorative Processes
<p>E3.3</p>	<p>Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being</p> <p>Indicator: The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.</p> <p>Prompt: <i>Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.</i></p>	
	Findings	Supporting Evidence

<p>The African American Academic Acceleration Advisory (A4) has provided academic and social emotional support for the African American subgroup. The Advisor met with students on a weekly and quarterly basis and informed parents of their progress. All seniors receiving support, graduated. Overall, all grade levels improved academically.</p>	<ul style="list-style-type: none"> · African American Academic Acceleration Advisory (A4) Minutes
<p>The After School Program (ASP) has provided general tutoring services in the library with college student tutors as well as in-class tutoring with content area teachers, and enrichment opportunities in 21st century learning.</p>	<ul style="list-style-type: none"> · After School Program Tutoring · Co-Teaching
<p>Grades 9-11 ELA and Math students took the iReady diagnostic assessments in 2018 with a smaller sample group and in 2019 with whole school implementation of the diagnostic assessment with a mid-year and end-of-year follow up assessment to measure components of reading and mathematics skills K-8, with specific and personalized mini-lessons and targeted instruction opportunities.</p>	<ul style="list-style-type: none"> · iReady Diagnostic Results · Edgenuity Credit Recovery · CFA Data · PLC Minutes
<p>The Re-Engagement Center team, the Social Emotional Support staff, the Climate and Culture team, and Administration have worked to establish a Multi-Tiered System of Support within the district framework to promote positive relationships and student success for all. Our Tier 1 supports are universal, proactive, and preventative, built on the foundation of good first instruction. These supports occur in different settings. Tier 1 supports at McLane include all students engaging in monthly homeroom meetings where topics range from anti-bullying to how to provide more student voice, with the goal being to build positive relationships and cohesiveness with staff and students. Tier 1 supports also include our Restorative Practices Teacher on Special Assignment (RP TSA) working with 9th grade teachers to teach the Seven Habits of Highly Successful Teenagers and to inform all 9th graders of the supports that are available at McLane High School. All teachers participate in monthly Climate and Culture meetings where they engage in learning on Social-Emotional Learning and Positive Behavior supports. Our RP Counselor has worked with staff to develop a better understanding of Emotional Intelligence. McLane's region has also focused on Social Emotional Learning by providing Professional Learning on Social Competencies of Self</p>	<ul style="list-style-type: none"> · PL Climate and Culture Agendas · Climate and Culture Staff Presentations · Link Crew · RP Counselor Notes · ATLAS Entries

Awareness and Self-Management. Teachers at McLane work to build relationships with students and work to provide for students' academic and social emotional needs. This year, each department developed a Social-Emotional goal and committed to incorporating a Social-Emotional strategy. An example of this strategy is a question of the day teachers ask students a question so that students can connect with the learning. Teachers also work to communicate expectations of positive student behavior.

As a Tier 1 support for incoming ninth graders, all eighth graders participate in a Move-Up day where they come to McLane High School and participate in a series of workshops focused on academics, activities, athletics, and CTE. This is followed by Link Crew, a one-day introduction to McLane High School that is meant to develop relationships between first year and upperclassmen who serve as mentors that will help them navigate their ninth-grade year.

McLane High School has developed Tier 2 supports based on student need. Our RP TSA maintains a caseload of students in need of positive behavior support based on the number of misbehavior entries. The RP TSA meets with each student for goal setting and to provide strategies to enhance academic success. The RP TSA also works with students and teachers within the learning environment. Our RP Counselor and RP Counseling Assistant also maintain caseloads of students that have previously been suspended with the intent to offer them extra support and to see what each student needs. For instance, if a student was involved in a fight, then de-escalation strategies might be discussed.

Tier 2 supports also include a Check-In Check-Out (CICO) system where students are selected based on teacher input. CICO students are students in need of an additional adult contact. CICO students are given a grade check form and goal setting forms and are expected to check in with adults and the RP TSA throughout the day.

Another Tier 2 support includes small group counseling with students. Groups meet once a week for an instructional period to teach Social Emotional skills and restorative responses. Students are selected based on need. Success is measured on

<p>the decrease of ATLAS misbehavior entries and the achievement of personal and academic goals.</p> <p>To better support the transition from 8th grade to high school, McLane has developed a Summer Bridge program as a Tier 2 support. Summer Bridge is focused on developing and enhancing the abilities of all students by engaging in an interactive manner. The course is a four-class rotation encompassing leadership, technology and pathways, career choices, and exploration. This program is a 22-day session and students learn a great deal about how you think, how to process information, how to learn, and how to evaluate information through skills, concepts, ideas, dilemmas, scenarios, and questions that confront them daily. The intent is to empower students so that they achieve greater success in their high school career.</p> <p>Tier 3 supports are intensive individualized interventions that provide greater concentration, frequency with a narrower focus. Tier 3 supports are based on individual diagnostics and involve heightened progress monitoring.</p> <p>FUSD has a program designed to support African American students that have been suspended. This program was developed in response and as a support for students missing school due to suspension. The Academic Recovery Center works with students while at the center to support students with SEL (Social Emotional Learning) goal setting, enrichment with the use of Khan Academy, Zinc, and iReady, tutors, and a check-in system upon return to the site. The site also has SPED accommodations in the event the student requires support through the IEP process.</p> <p>At McLane, Tier 3 supports are varied. Our RP Counselor conducts Return from Suspension conferences that focuses on positive reentries into the learning environment post-suspension. Our RP Counselor also conducts conflict mediation through the utilization of Restorative Practices. This has contributed to the reduction of suspensions and altercations. The RP Counselor and RP TSA are conducting on average 200 Circles per year. As of March 2020, we have the lowest suspension rate in the entire district for secondary comprehensive high schools.</p>	<ul style="list-style-type: none"> · Summer Bridge Curriculum · Restorative Practice Circle Data
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	<p>McLane’s School Social Worker also works with students in need of intensive emotional support. Fresno Unified also works with On-Site Counseling Services to provide additional counseling for our students with disabilities. Our school psychologist works with our Special Education teachers to develop a behavioral plan for our SPED students who need behavioral support structures. Our Project Access counselor also works with Homeless and Foster students by supplying counseling and resources as an added Tier 3 support.</p> <ul style="list-style-type: none"> • Recognizing students who ‘Rise Above’ in distance learning, providing gifts and ‘swag’ to promote their demanding work. • Struggling students provided support after hours, in various tutoring opportunities. • A hands approach to reaching students who are identified as at risk or struggling. 	
<p>E3.4</p>	<p>Co-Curricular Activities</p> <p>Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.</p> <p>Prompt: <i>Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.</i></p>	
	<p style="text-align: center;">Findings</p> <p>McLane High has numerous clubs and teams that allow students to explore their interests and to provide opportunities for community outreach and awareness. Freshmen, JV, and Varsity levels sports for children are established on campus. Unified Sports combines SDC students with regular education students for intra-district sports contests.</p> <p>Efforts in all these clubs promote student leadership, academic achievement, community involvement, and a dedication to the betterment of the school community.</p>	<p style="text-align: center;">Supporting Evidence</p> <ul style="list-style-type: none"> • Campus Culture • Athletics • Club List 2020-2021 • Link Crew Acceptance Letter • CTE Pathway Events

	<p>The Campus Culture Director, with class sponsors and Link Crew teachers, host activities at lunch and before school to concentrate on building positive school culture, and acclimation and inclusion of students from all grades and subgroups.</p> <ul style="list-style-type: none"> ● After School Program: Board games, Folklorico, Hmong Dance, K-pop, Break Dancing ● CTE: Work-Based Learning, Guest Speakers, Job Shadowing, Internships ● Clubs ● Leadership activities ● Link Crew – supporting freshmen in their transition to high school. ● Sports (including Esports) ● College and career readiness. ● Development of eligibility list. 	
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WASC Category E.

School Culture and Support for Student Personal and Academic Growth

Summary (including comments about the preliminary identified major student learner needs)

McLane supports a strong school culture predicated on well-defined expectations for the academic and personal growth of students. McLane communicates with families, stakeholders, and the community through weekly communications and programs like the parent coffee hour to gain support necessary for student achievement. Additionally, McLane upholds high academic standards through AP, Honors, College Prep and pathways courses and encourages all students to succeed at a high level.

McLane’s safety and cleanliness are well managed, helping ensure students feel respected when on campus. Our custodial staff works to ensure bathrooms are clean and operational, and that the campus is clear of litter. Additionally, students participate in safety protocols like lock-down drills and fire drills so that they are clear about procedures in emergency situations. McLane also provided students with an assembly on the concept of Run, Hide, Fight—a program created by the Department of Homeland Security to reduce the danger from an active shooter situation. Additionally, students have more options to deal with social-emotional issues, like social workers, additional counselors, and our Re-Engagement Center, which helps to reduce suspensions and expulsions.

Preliminary Need #1: Improve performance for all students in Common Core State Standards as measured by CAASPP with attention to narrowing achievement gaps for subgroups (EL, students with disabilities, and African American students).

- McLane has done an amazing job over the past four-years bringing all of our students together to participate in on campus activities. Our test scores have gradually increased as a result of the positive relationships that have been established with our staff. We were on track to have another 4% increase in Math and ELA before COVID-19 impacted our daily lives. EL students, students with disabilities and our African American students have significantly increased their engagement in on campus activities. We have seen collectively as a school site over 10% increases over the past three years.

Preliminary Need #2: Continued support of our 9th Grade Intervention utilizing CORE resources from the Bill and Melinda Gates Foundation. The purpose of this grant is aligning ELA curriculum to Common Core standards. Our goal at McLane is student engagement of all 9th graders and tracking their progression as they continue on to graduation.

- McLane has numerous opportunities for our 9th graders on campus. We start with our “move-up” days where our incoming 9th graders come to McLane and hear about all we have to offer, and we also go to our feeder middle schools and take our activities and clubs to showcase 9th grade options. McLane also hosts a regional feeder night where our middle and elementary schools come to our football game with their families and we have a parade for them during halftime of our football game. Before our ninth graders come to McLane CTE hosts a “Ticket to the Future” where all incoming students are able to see all the CTE pathways McLane has to offer and students can sign up. Lastly we have a African American student mentoring program where our 9th grade students meet with a mentor to assist with any concerns and progress monitoring on campus.

Prioritized Areas of Strength

- McLane has one of the most diverse campuses in Fresno Unified.
- Students have access to free opportunities for AP, SAT (Scholastic Aptitude Test), and PSAT (preliminary SAT test) exams.
- After school programs allow students to receive tutoring in multiple subject areas.
- McLane has a wide variety of student-led clubs that focus on increasing their academic success and cultural awareness while at the same time focusing on serving the community through a variety of projects.
- Students with disabilities can participate in Unified Sports and Intramural Sports.
- Students have access to participate in multiple work-based learning opportunities ranging from job shadowing, college and career readiness planning, earn industry certifications, and paid and unpaid internships.
- McLane uses the *Safe and Civil Schools* approach, our Climate and Culture Team provides positive behavior intervention support to teachers and classified staff in the areas of school climate and culture, social emotional learning, and classroom management. Our areas of focus have been:
 - Creating and maintaining positive learning environments through collaboration
 - Developing and presenting professional learning opportunities for all staff members
 - Promoting and assessing proactive, positive approaches to classroom management.

Prioritized Areas of Growth

- More opportunities are needed for non-pathway, non-senior students to engage in school culture.
- Training for culturally relevant teaching is needed to help all teachers understand differences that make each student unique and celebrate our diversity.

Prioritized Areas of Strength and Areas of Growth from Categories A through Category E

The following is the complete list of areas of strength and areas of growth identified through the self-study findings in this chapter.

Prioritized Areas of Strength

Category A - Vision and Purpose, Governance, Leadership, Staff, and Resources:

- McLane follows district and state policies to ensure all students have access to materials, instructors, and resources.
- McLane has set a goal that 100% of its seniors will have completed their FAFSA, CSU applications, in addition to registering at Fresno City College. Currently 56% of eligible seniors have completed CSU applications, 75% of eligible students have completed Fresno City College applications.
- New teachers benefit from a system of support through a combination of PLC's and Department sharing/mentoring which helps them develop effective teaching practices.
- Professional Learning opportunities are provided by teacher leaders, and all PL is teacher driven.
- McLane serves as the regional lead for all twelve of its feeder schools and works to set an instructional and social emotional focus for staff and students.
- McLane has established tiered levels of support for student and teacher teaming structures (e.g. MTSS, CCT, ILT, etc.)
- A new set of Vision, Mission, and Goals have been adopted by the school for the 2021-2022 school year and going forward.
- Development of master course schedule and school bell schedule to support PLC process.
- A robust system of interventions and academic supports are coordinated and provided by certificated staff in the areas of for students including SPED, African American, English Language Learners, Advanced Placement, Credit Recovery.
- McLane is a part of Fresno Unified's NIC (Networked Improvement Community) Team, who partnered with Fresno County Office of Education, to address common trends and barriers hindering our students with disabilities. The focus of this team is to further develop our knowledge and skills to lead, coach and facilitate improvement outcomes for students with disabilities in our district related to graduation rate and college/career readiness. Our goal as a team is to improve outcomes for ALL students by using improvement science methods, strategies and processes to develop people to solve problems and improve performance.
- McLane has structured CTE Pathways that is designed by group of educators and local community and business organizations from multiple industry sectors to provide all students an equal opportunity to engage in a progression of career-themed courses, work-based learning, internships, pre-apprenticeship, and industry-recognized certifications so that students graduate with the greatest number of post-secondary choices from the widest array of options.

Category B - Standards-Based Student Learning: Curriculum:

- Wide-range of support for all students are provided at McLane as evidenced in our graduation rate and students on track for A-G course completion.
- Utilization of the PLC process with weekly PLC meetings with a focus on instruction and reviewing student results,

- Pathways provide college- and career-readiness and connections to community and local businesses.
- All curriculum is based on CCSS or other appropriate standards and is adopted by the board of education.
- Onsite professional learning for utilization of Nearpod, TEAMS, Project based Learning Iready, and Claims and Targets as measured by Interim Assessment Blocks.
- McLane offers a wide variety of courses available to all students with the majority of our courses meeting A-G credit towards a four-year college.
- Students have the opportunity to enroll in college and earn college credits through Fresno City College Dual Enrollment and Fresno State's UniTrack Programs.
- Common planning, pacing and assessments by PLC's.

Category C - Standards-Based Student Learning: Instruction:

- Course Professional Learning Communities meet weekly to develop/refine/review common assessments and student data. Departments meet monthly to support vertical articulation.
- Student data review occurs bi-weekly with department, weekly through admin/management huddle
- Use of technology and multimedia in digital/online instruction through Teams platform is present in every curricular area. All core curricular areas utilize digital curricular resources to support virtual learning.
- Diverse course offerings and real-world work experiences (bank tellers, job shadowing, internships, clinical experience, etc.) are critical elements of pathway study.
- Staff has participated in and incorporated professional learning around instructional strategies to support English Learners, use of technology tools, student engagement, Academic Discourse, and social emotional learning.
- Restorative Justice course supports positive campus culture and peer conflict mediation/conflict resolution circles/student leadership.
- The implementation of Project-Based Learning as an instructional strategy across CTE pathways that is based on rigorous content standards across multiple disciplines as well as addressing 21st century skills and real-world connections that builds success skills for college, career, and life.

Category D - Standards-Based Student Learning: Assessment and Accountability:

- McLane has a wide array of assessment systems that provide quality data on student achievement and learning.
- McLane works with stakeholders through a variety of programs to help communicate results and goals.
- McLane monitors student progress through the various platforms, which helps provide students with up-to-date data on A-G, [SAT](#), and CAASPP.
- McLane has focused PL on site needs, specifically to meet the learning needs of students.
- McLane works with multiple stakeholders and platforms to monitor and track students' progress towards pathway completion.
-

Category E - School Culture and Support for Student Personal and Academic Growth:

- McLane has one of the most diverse campuses in Fresno Unified.
- Lowest number of altercations of ANY FUSD campus as a result of partnership with all stakeholders.
- Students have access to free opportunities for AP, SAT (Scholastic Aptitude Test), and PSAT (preliminary SAT test) exams.
- After school programs allow students to receive tutoring in multiple subject areas.
- McLane has a wide variety of student-led clubs that focus on increasing their academic success and cultural awareness while at the same time focusing on serving the community through a variety of projects.

- Students with disabilities can participate in Unified Sports and Intramural Sports.
- Students have access to participate in multiple work-based learning opportunities ranging from job shadowing, college and career readiness planning, earn industry certifications, and paid and unpaid internships.
- McLane uses the *Safe and Civil Schools* approach, our Climate and Culture Team provides positive behavior intervention support to teachers and classified staff in the areas of school climate and culture, social emotional learning, and classroom management. Our areas of focus have been:
 - Creating and maintaining positive learning environments through collaboration
 - Developing and presenting professional learning opportunities for all staff members
 - Promoting and assessing proactive, positive approaches to classroom management.

Prioritized Areas of Growth

Category A - Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Increased focus on class-size leveling between pathway and non-pathway courses to ensure equity.
- McLane needs to look for ways to increase student, parent, and general staff participation in leadership decisions including budgeting, and programming.
- Stronger website and online presence are needed to provide communication to stakeholders.

Category B - Standards-Based Learning: Curriculum:

- ELD structures and supports could be better provided for many courses and vertical articulation between levels and mainstream courses could be improved.
- Enrollment and retention for African American students in CTE Pathways and AP needs continued efforts.
- Vertical articulation can connect better with the elementary and middle schools in the region.
- More time is needed for implementation of new standards and curriculum (district to site to teacher level).

Category C - Standards-Based learning: Instruction:

- Consistency and expansion of Co-Teaching planning and differentiation of instruction throughout curricular areas.
- Expansion of elective offerings for students at all grade levels.
- Ongoing training and initial steps in implementation of designated ELD in core curricular areas - language from FPM.
- Student engagement/self-discipline during synchronous instruction and asynchronous time.
- Instructional shifts necessitated by provision of simultaneous live/online/virtual instruction on return from COVID restrictions.
- Instructional planning and practice for block schedules (schedule shift January 2021).

Category D - Standards-Based Learning: Assessment and Accountability:

- McLane needs to design a systematic way to analyze and address data from CAASPP and CA Dashboard.
- Consistency in pacing within course grade level subject material could be improved.
- Address differences in and reflect on grading policies within departments and subject alike groups.

Category E - School Culture and Support for Student Personal and Academic Growth:

- More opportunities are needed for non-pathway, non-senior students to engage in school culture.
- Training for culturally relevant teaching is needed to help all students understand differences that make each student unique and celebrate our diversity.

CHAPTER IV: SUMMARY FROM ANALYSIS OF IDENTIFIED MAJOR STUDENT LEARNER NEEDS



McLane High School has worked to create a multi-faceted academic program, as well as a campus culture, that supports students and staff. We are proud of the work we have done over the past six years, growing our pathways and MTSS supports while still maintaining a strong academic focus in Fresno Unified. We acknowledge there are areas we need to address to ensure that we continue to provide our students with a high-quality educational experience.

Through the development of CTE Pathways, open enrollment policies, and a focus on good first instruction, McLane has a strong foundation in supporting and growing student ownership within classes and throughout the campus. Our continued focus is expanding teacher knowledge in how to foster student ownership within their own class lessons as well as more sustained organized efforts at student-selected learning opportunities, offerings for electives and authentic applications of learning for all students. Students should experience a matrix of ownership opportunities throughout their time at McLane with graduated responsibility and independence meeting their abilities and developing their skills with planning, communication, problem-solving, and reflection.

McLane High School has made gains in providing more support and learning experiences that help to lessen the educational inequities facing our students. Although we are making strides in equity and access, we still have significant areas of growth. Our African American, Foster Youth, SPED, and ELL sub-groups are scoring below school average in CAASPP. Additionally, our African American and SPED students are suspended at disproportionate rates. Despite our school average of students receiving at least one D or F being at 75.4%, our ELL population is at 81.4% and our African American population is at 83.5%. At McLane, we have approximately 49% of students enrolled in CTE courses; however, only 33.7% of our ELL students are engaged in CTE coursework. Our goal is to continue growing our CTE pathways to engage all students that want the opportunity to join.

In totality, 88% of McLane students are college and career ready, according to the 2019 data on the California Dashboard. This is the same data from the previous year showing we are consistent, and our students are excelling. There are disproportionate levels of achievement and performance for three subgroups including African American, English Language Learners, and students with disabilities in the past but we managed to increase our graduation rates across all three subgroups in 2019-2020. Our African American students graduated at a rate of 84.2% according to CA Dashboard, Our English Language Learners graduated at a rate of 79.6% and our students with disabilities graduated at a rate of 69.2%. Going forward, this report gives us the opportunity to not only see the areas of growth but formulate targeted approaches to increase these achievement gaps to reach all of our students at McLane.

McLane has experienced a great deal of change at the administrative level over the past six years. We have used this transition of leadership to set a clear vision for our school, taking inventory of all our resources and programs to create continuity and purpose. We acknowledge the need to have a stronger regional vision and shared goals for all our feeder schools, but we also celebrate the progress we have been able to make since our mid-cycle review regarding our vertical articulation in all content areas led by our Instructional Lead Teacher Teams.

Looking ahead, we understand our areas for growth in how the school strategically engages stakeholders. Currently, McLane lacks a functioning parent-teacher organization, making engagement with parents and students difficult and causing issues addressing pressing school-community needs. In addition, McLane continues to focus our efforts on establishing a strong connection to the district and local media outlets, allowing for communication of key on-campus events.

The staff at McLane High School continues to be committed to providing our students with opportunities to excel academically and reach their post-secondary goals. As a school we recognize the areas for growth that need our attention so that we can continue to serve our students. We look forward to working together to build resources and support to improve areas where we can do better to prepare students for college and career readiness.

When reviewing the portion of Chapter II from this self-study on the summary of the data implications, the following preliminary major student learner needs were identified:

Preliminary Need #1: Improve performance for all students in Common Core State Standards as measured by CAASPP with attention to narrowing achievement gaps for subgroups (EL, students with disabilities, and African American students).

Preliminary Need #2: Continued support of our 9th Grade Intervention utilizing CORE resources from the Bill and Melinda Gates Foundation. The purpose of this grant is aligning ELA curriculum to Common Core standards. Our goal at McLane is student engagement of all 9th graders and tracking their progression as they continue on to graduation.

Then, based on the summary portion of Chapter III from this self-study, the prioritized areas of strength and areas of growth were clustered by theme into the following major student learner needs.

Major Student Learner Need #1 - Improve academic performance at challenging levels.

Close achievement gaps through an equity lens and research-based instructional and intervention practices.

Related Prioritized Areas of Strength:

- McLane has a tradition of highly qualified teachers and strong teacher leadership. (Category A)
- McLane follows district and state policies to ensure all students have access to materials, instructors, and resources. (Category A)
- New teachers benefit from a system of support through a combination of PLC's and Department sharing/mentoring which helps them develop effective teaching practices. (Category A)
- Professional Learning opportunities are provided by teacher leaders, and all PL is teacher driven. (Category A)
- McLane serves as the regional lead for all twelve of its feeder schools and works to set an instructional and social emotional focus for staff and students. (Category A)
- A new set of Vision, Mission, and Goals have been adopted by the school for the 2021-2022 school year and going forward. (Category A)
- Development of master course schedule and school bell schedule to support PLC process. (Category A)
- A robust system of interventions and academic supports are coordinated and provided by

certificated staff in the areas of for students including SPED, African American, English Language Learners, Advanced Placement, Credit Recovery. (Category A)

- Utilization of the PLC process with weekly PLC meetings with a focus on instruction and reviewing student results. (Category B)
- All curriculum is based on CCSS or other appropriate standards and is adopted by the board of education. (Category B)
- Onsite professional learning for utilization of Nearpod, TEAMS, Project based Learning Iready, and Claims and Targets as measured by Interim Assessment Blocks. (Category B)
- Common planning, pacing and assessments by PLC's. (Category B)
- Course Professional Learning Communities meet weekly to develop/refine/review common assessments and student data. Departments meet monthly to support vertical articulation. (Category C)
- Student data review occurs bi-weekly with the department, weekly through admin/management huddle. (Category C)
- Use of technology and multimedia in digital/online instruction through Teams platform is present in every curricular area. All core curricular areas utilize digital curricular resources to support virtual learning. (Category C)
- Staff has participated in and incorporated professional learning around instructional strategies to support English Learners, use of technology tools, student engagement, Academic Discourse, and social emotional learning. (Category C)
- McLane has a wide array of assessment systems that provide quality data on student achievement and learning. (Category D)
- McLane has focused PL on site needs, specifically to meet the learning needs of students. (Category D)
- Students have access to free opportunities for AP, SAT (Scholastic Aptitude Test), and PSAT (preliminary SAT test) exams. (Category E)

Related Prioritized Areas of Growth:

- McLane needs to look for ways to increase student, parent, and general staff participation in leadership decisions including budgeting, and programming. (Category A)
- Stronger website and online presence are needed to provide communication to stakeholders. (Category A)
- ELD structures and supports could be better provided for many courses and vertical articulation between levels and mainstream courses could be improved. (Category B)
- Vertical articulation can connect better with the elementary and middle schools in the region. (Category B)
- More time is needed for implementation of new standards and curriculum (district to site to teacher level). (Category B)
- Consistency and expansion of Co-Teaching planning and differentiation of instruction throughout curricular areas. (Category C)
- Expansion of elective offerings for students at all grade levels. (Category C)
- Ongoing training and initial steps in implementation of designated ELD in core curricular areas - language from FPM. (Category C)
- Instructional shifts necessitated by provision of simultaneous live/online/virtual instruction on return from COVID restrictions. (Category C)
- Instructional planning and practice for block schedules (schedule shift January 2021). (Category C)
- McLane needs to design a systematic way to analyze and address data from CAASPP and CA Dashboard. (Category D)
- Consistency in pacing within course grade level subject material could be improved. (Category D)
- Address differences in and reflect on grading policies within departments and subject alike groups.

(Category D)

Major Student Learner Need #2 - Increase student engagement in their school and community.*Create a safe and inclusive climate that promotes relationships, involvement, diversity, and our values.***Related Prioritized Areas of Strength:**

- McLane has established tiered levels of support for student and teacher teaming structures (e.g. MTSS, CCT, ILT, etc). (Category A)
- McLane is a part of Fresno Unified's NIC (Networked Improvement Community) Team, who partnered with Fresno County Office of Education, to address common trends and barriers hindering our students with disabilities. The focus of this team is to further develop our knowledge and skills to lead, coach and facilitate improvement outcomes for students with disabilities in our district related to graduation rate and college/career readiness. Our goal as a team is to improve outcomes for ALL students by using improvement science methods, strategies and processes to develop people to solve problems and improve performance. (Category A)
- Restorative Justice course supports positive campus culture and peer conflict mediation/conflict resolution circles/student leadership.(Category C)
- McLane works with stakeholders through a variety of programs to help communicate results and goals. (Category D)
- McLane has one of the most diverse campuses in Fresno Unified. (Category E)
- After school programs allow students to receive tutoring in multiple subject areas. (Category E)
- McLane has a wide variety of student-led clubs that focus on increasing their academic success and cultural awareness while at the same time focusing on serving the community through a variety of projects. (Category E)
- Students with Disabilities can participate in Unified Sports and Intramural Sports
- McLane uses the *Safe and Civil Schools* approach, our Climate and Culture Team provides positive behavior intervention support to teachers and classified staff in the areas of school climate and culture, social emotional learning, and classroom management. (Category E)
- Our areas of focus have been:
 - Creating and maintaining positive learning environments through collaboration
 - Developing and presenting professional learning opportunities for all staff members
 - Promoting and assessing proactive, positive approaches to classroom management.

Related Prioritized Areas of Growth:

- Student engagement/self-discipline during synchronous instruction and asynchronous time. (Category C)
- Training for culturally relevant teaching is needed to help all students understand differences that make each student unique and celebrate our diversity. (Category E)

Major Student Learner Need #3 - Expand student-centered and real-world learning experiences.*Promote intellectual curiosity, critical thinking, and problem-solving in order to be prepared for college and career.***Related Prioritized Areas of Strength:**

- Currently 56% of eligible seniors have completed CSU applications,75% of eligible students have completed Fresno City College applications. (Category A)
- McLane has structured CTE Pathways that is designed by group of educators and local community

and business organizations from multiple industry sectors to provide all students an equal opportunity to engage in a progression of career-themed courses, work-based learning, internships, pre-apprenticeship, and industry-recognized certifications so that students graduate with the greatest number of post-secondary choices from the widest array of options. (Category A)

- Wide-range of support for all students are provided at McLane as evidenced in our graduation rate and students on track for A-G course completion. (Category B)
- Pathways provide college- and career-readiness and connections to community and local businesses. (Category B)
- McLane offers a wide variety of courses available to all students with the majority of our courses meeting A-G credit towards a four-year college. (Category B)
- Students have the opportunity to enroll in college and earn college credits through Fresno City College Dual Enrollment and Fresno State's UniTrack Programs. (Category B)
- Diverse course offerings and real-world work experiences (bank tellers, job shadowing, internships, clinical experience, etc.) are critical elements of pathway study. (Category C)
- The implementation of Project-Based Learning as an instructional strategy across CTE pathways that is based on rigorous content standards across multiple disciplines as well as addressing 21st century skills and real-world connections that builds success skills for college, career, and life. (Category C)
- McLane monitors student progress through the various platforms, which helps provide students with up-to-date data on A-G, [SAT](#), and CAASPP. (Category D)
- McLane works with multiple stakeholders and platforms to monitor and track students' progress towards pathway completion. (Category D)
- Students have access to participate in multiple work-based learning opportunities ranging from job shadowing, college and career readiness planning, earn industry certifications, and paid and unpaid internships. (Category E)

Related Prioritized Areas of Growth:

- McLane has set a goal that 100% of its seniors will have completed their FAFSA, CSU applications, in addition to registering at] Fresno City College. (Category A)
- Increased focus on class-size leveling between pathway and non-pathway courses to ensure equity. (Category A)
- Enrollment and retention for African American students in CTE Pathways and AP needs continued efforts. (Category B)
- More opportunities are needed for non-pathway, non-senior students to engage in school culture. (Category E)

CHAPTER V: SCHOOLWIDE ACTION PLAN



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

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

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

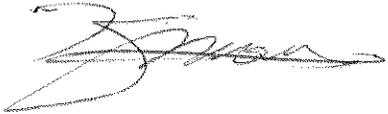
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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, buy back 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/SchoolMessenger 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 relateable 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 SSW/RP 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.

<p>1 SSC:</p> <ul style="list-style-type: none"> • 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. 	<p>2 ELAC:</p> <ul style="list-style-type: none"> • 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. 	<p>3 Staff:</p> <ul style="list-style-type: none"> • 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).
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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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Climate and Culture Team
School Social Worker
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
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
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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
							\$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

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

McLane High School

2727 N. Cedar Avenue
Fresno, CA 93703
(559) 248-5100

www.fresnounified.org/schools/mclane

February 21st-24th, 2021

Visiting Committee Members

Kara Butler, Chair

Principal, Leigh High School

John Meyers, Member

Principal, Kern Valley High School

Dr. Michael Anthony Stagnaro, Member
Assistant Principal, Merrill F. West High School

Michelle Mensinger, Member

Department Chair/Bio Teacher, Newark Memorial High School

Vicki Wilson, Member

Vice Principal, College Park High School

Juan Carlos, Member

Teacher, Cesar E. Chavez High School

Chapter I

McLane High School is a four year comprehensive school serving students in grades 9-12, in the Fresno Unified School District. Enrollment has recently exceeded 1900 and has a diverse population. Most ethnic groups have remained relatively stable in size with the exception of Hispanic/LatinX which has increased by over 200 students since the previous full self-study. Currently, McLane's population is African American 5%, Asian 12%, Hispanic/LatinX 73%, and White 4%. McLane's Free and Reduced population of 94% far exceeds that of the state and the district.

McLane's diversity

Ethnicity Percentage by Student Population, 2019-2020				
Ethnicity	California	Fresno County	Fresno Unified School District	McLane High School
Hispanic	54.9%	65.4%	68.6%	72.3%
White	22.4%	16.5%	9.1%	3.4%
Asian	9.3%	9.3%	10.6%	18.2%
Black	5.3%	4.8%	8.1%	4.2%
Native American	0.5%	0.6%	0.5%	0.3%
	<i>n</i> = 6,163,001	<i>n</i> = 207,858	<i>n</i> = 73,381	<i>n</i> = 1,806

Subgroup Percentage by Student Population, 2019-2020				
Subgroup	California	Fresno County	Fresno Unified School District	McLane High School
English Learners	18.6%	17.9%	17.9%	22.6%
Foster Youth	0.5%	0.7%	1.0%	0.8%
Homeless Youth	3.2%	0.9%	0.6%	0.6%
Migrant Education	0.8%	1.7%	0.9%	1.1%
Students with Disabilities	11.7%	9.8%	11.3%	14.3%
Socioeconomically Disadvantaged	60.7%	74.9%	87.8%	94.6%
	<i>n</i> = 6,163,001	<i>n</i> = 207,858	<i>n</i> = 73,381	<i>n</i> = 1,806

[McLane High School](#), built in 1959, is one of twelve high schools in the Fresno Unified School District, and is the head of a region that also includes two middle schools and ten elementary schools. The recently renovated gym and football stadium are home to Highlander athletics, but are also used to host schools from around the district. Construction of a new swimming facility was completed in 2020, while renovations to the school library and technology building are currently underway and expected to be completed in 2021.

FUSD is the largest district in Fresno County as it is currently home to 73,428 [students](#) (more than one out of every three students in the county). Even while holding such a large proportion of the population, it can be seen that significant differences exist between the county and the district for a variety of measures.

McLane’s vision, “Where students, families, and staff are valued and empowered to achieve their greatest potential.” and accompanying mission focus on the whole student and entire school community: “We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.”

McLane’s Schoolwide Learner Outcomes mirror that of the district goals for all students.

- Goal 1: All students will excel in reading, writing, and math.
- EL Reclassification Rate (all grade levels); +16%
 - SBAC ELA (Grades 11); +7% (41.6%) Meets or Exceeds Standards
 - SBAC Math (Grades 11); +7% (35.7%) Meets or Exceeds Standards
- Goal 2: All students will engage in arts, activities, and athletics.
- Strengthen regional identity through the implementation of Goal 2 opportunities, regional sports camps, regional events, and school connectedness (ex. spirit wear, transportation, supplies)
- Goal 3: All students will demonstrate the character and competencies for workplace success.
- College and Career Readiness (High School)
- Goal 4: All students will stay in school on target to graduate.
- Continue to improve graduation rates by 1%
 - Reduce chronic absenteeism by 1%
 - Reduce suspensions by 1%

Mclane High School Student English Language Proficiency by School Year							
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
English Learners	406 22.5%	391 22.0%	406 22.6%	406 22.9%	433 23.9%	408 22.6%	460 24.1%
Fluent - English Proficient (FEP)	630 34.9%	641 36.1%	663 37.0%	663 37.4%	676 37.3%	685 37.9%	608 31.88%
Redesignated FEP (R-FEP)	7 1.6%	46 11.3%	44 11.3%	41 10.1%	23 5.7%	27 6.2%	TBD %
	n = 1,805	n = 1,774	n = 1,794	n = 1,772	n = 1,812	n = 1,806	n = 1,945

There has been a recent dip in the numbers and some of that can be attributed to the district requirement of proficiency on the ELA SBAC test.

Mclane High School Subgroup Measures for 11th Grade ELA Smarter Balanced Summative Assessment (SBAC) , 2017-2019			
Subgroup	2017 ELA	2018 ELA	2019 ELA
English Learners	97 students 94.8 points below standard	 104 students 116.3 points below standard	 104 students 114.9 points below standard
Foster Youth	4 students	4 students	3 students
Homeless Youth	54 students	10 students	8 students
Students with Disabilities	38 students 169.7 points below standard	 35 students 149.7 points below standard	 42 students 139 points below standard
Socioeconomically Disadvantaged	412 students 55.4 points below standard	 299 students 63.6 points below standard	 333 students 43.2 points below standard
	- 55.6 points below standard	 318 students total 59.1 points below standard	 352 students total 43.8 points below standard

While McLane hasn't met their goal, they have seen some improvement in their socioeconomically disadvantaged and students with disabilities while also having larger numbers of students in these groups.

McLane High School Subgroup Measures for 11th Grade Math Smarter Balanced Summative Assessment (SBAC), 2017-2019			
Subgroup	2017 Math	2018 Math	2019 Math
English Learners	97 students 175.7 points below standard	 103 students 183.8 points below standard	 106 students 178.7 points below standard
Foster Youth	4 students	4 students	3 students
Homeless Youth	54 students	10 students	8 students
Students with Disabilities	38 students 248.9 points below standard	 34 students 222.9 points below standard	 43 students 194.7 points below standard
Socioeconomically Disadvantaged	412 students 145.4 points below standard	 292 students 136.7 points below standard	 332 students 130.0 points below standard
	- 145.5 points below standard	 311 students total 134.1 points below standard	 351 students total 130.9 points below standard

McLane has seen small gains in their math scores across all of their subgroups even as each group grew in numbers. The school notes a focus on Algebra, their PLC work and extended learning opportunities are having an impact.

California Dashboard 5x5 College/Career Grid—Fall 2019 (2018 Graduate Data)

Level	Decreased Significantly by more than 9.1%	Decreased by 2% to 9%	Maintained Declined or increased by less than 1.9%	Increased by 2% to 8.9%	Increased Significantly by 9%
Very High 70% or greater				Design Science <i>Duncan</i>	
High 55% to 69.9%		Duncan Edison	Patino		
Medium 35% to 54.9%		Fresno	Bullard Hoover Patino Sunnyside	<i>Bullard</i> <i>McLane</i> <i>Sunnyside</i>	
Low 10% to 34.9%	Roosevelt	Hoover <i>Roosevelt</i>	McLane		
Very Low 9.9% or lower			Cambridge Dewolf	JE Young	

The CDE Data for Fresno Unified’s College/Career Readiness was noted to be incorrectly represented. This changed McLane’s data which originally reflected a decline to the orange level in all areas when in fact they remain in the green.

Mclane High School Student Advanced Placement Test Results, 2016-2020					
	2016	2017	2018	2019	2020
Number of Exams	703	723	643	689	379
Total AP Students	456	454	402	435	272
AP Students with Score of 3 or More	74	101	96	106	101
% of Students with Score of 3 or More	16.2%	22.2%	23.9%	24.4%	37.1%

Despite a reduction in the number of students taking AP courses (the school notes the increase in their CTE pathways may have contributed to this) Mclane maintained a similar number of students scoring a 3 or better on their AP exam which resulted in a 13% increase.

Mclane High School Subgroup Graduation Rate, 2017-2019			
Subgroup	2017	2018	2019
English Learners	 84.0% Graduated 84 of 100 Students	 79.6% Graduated of 103 Students	 77.2% Graduated 78 of 101 Students
Foster Youth	----% Graduated - of 4 Students	----% Graduated - of 5 Students	100% Graduated - of 7 Students
Homeless Youth	 81.5% Graduated 44 of 54 Students	86.2% Graduated 25 of 29 Students	77.8% Graduated 21 of 27 Students
Students with Disabilities	 76.2% Graduated 32 of 42 Students	 69.2% Graduated 36 of 52 Students	 67.3% Graduated 37 of 55 Students

Socioeconomically Disadvantaged	 <p>89.7% Graduated 373 of 416 Students</p>	 <p>88.3% Graduated 310 of 351 Students</p>	 <p>87.7% Graduated 314 of 358 Students</p>
	 <p>89.0% Graduated 374 of 420 Students</p>	 <p>88.0% Graduated 316 of 359 Students</p>	 <p>87.8% Graduated 331 of 377 Students</p>

Chronic absenteeism and failed courses contribute to the graduation rate. The school acknowledges the need to align grading practices, continue to offer credit recovery but increase the first instruction. The school has created a comprehensive attendance plan to address the absenteeism.

McLane has experienced significant changes since their last full visit and recently due to COVID. Online learning on a school-wide scale began in April 2020 when all teachers and students at McLane (and Fresno Unified) were required to participate in online learning due to the COVID-19 pandemic. Virtual class meetings initially were held using the ZOOM application, but security concerns and functionality issues led to the district moving operations to the Microsoft Teams platform.

For the onset of the 2020-2021 school year, Fresno Unified continues to deliver all instruction virtually, utilizing the Microsoft Teams platform. All high schools are on a block schedule with classes beginning at 9:00 AM and ending at 12:30 PM. Student support time is built into the instructional day from 1:15-2:15 PM. The block schedule is continuous with odd/even class period alternating days. For each class period, teachers provide synchronous instruction for 45 minutes and students work asynchronously for an additional 35 minutes.

Since the last self study, approximately forty percent of the teachers (33 total) who were at McLane have left due to promotion, retirement, transfer, or city relocation. In addition, the number of teaching staff has increased from approximately 84 to 92 due to student needs and growth. There have also been shifts at the district beginning with the new superintendent of schools and several management positions.

McLane has seen an increase in their student population when district boundaries were adjusted to create regions which align elementary and middle feeders to a high school. The Chair notes the leadership of the current Principal and Admin team and the subsequent changes they have made as a factor in families choosing to send their student(s) to McLane.

An increase in Special Education numbers resulted in some courses being eliminated to add sections of SDC and co-taught. In 2014-2015 the co-teach model was implemented at McLane in ELA 9th-12th grade, 9th grade Algebra I, Biology, Earth Science and Modern World History.

This year, 2020, the total number of students in Special Education at McLane has risen to just under 300 students with an increase to caseloads from an average of 15-18 students to an average of 25-27 students. McLane is one of two high schools that supports our most high need students in our Behavioral Autism Program, with an increase from one section to three over the past few years.

Metrics for re-designation of ELL students have changed over the past several years. Currently, students can be re-designated based on meeting criteria on ELPAC or [VCCALPS](#) scores and meeting certain testing benchmarks such as PSAT and CAASPP. McLane during the 2019-2020 school year tested 122 students for 11th-12th grade and 222 students for 9th-10th grade for the ELPAC.

During the past six years, McLane has expanded course offerings to give all students the opportunity to be College and Career Ready. McLane currently has four pathways offered to students: Medical Education and Research Academy, Academy of Finance and Entrepreneurship, ArtVenture Academy, and Education Careers Academy.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): Highly Effective Effective **Somewhat Effective**
Ineffective

Narrative Rationale:

VC acknowledges the programs, positions and strategies McLane has put into place; however, student data reflects a lack of progress toward the SLO's and goals laid out by the school.

Chapter II

During the 2014-2015 school year, the previous visiting committee report concurred with the school's identified growth areas already outlined in the schoolwide action plan. These are summarized below:

1. Develop and implement a system of academic support for students that focuses on the comprehension of complex grade level texts with special attention given to English Learners, Special Education students, and McLane's males of color subgroup.

- Professional Learning Communities (PLC) develop and implement common formative assessments to assess student progress on specific academic content and skills.
- School wide focus has been on utilizing checking for understanding strategies to help assess students in the moment and adjust teaching to address student needs.
- ATLAS identifies students with 504 and IEP plans to help teachers recognize where accommodations and interventions may need to be implemented. ATLAS is utilized by Special Education teachers to check on current grades, historical grades, and academic progress of our students. Special Education teachers use ATLAS during IEP meetings with parents and IEP team members. Case managers inform teachers about IEP accommodations/modifications for students enrolled in their classes.
- The co-teaching model has been implemented in classes to help support Special Education students that are in mainstream classes. Special Education teachers that are co-teaching in most general education classes.
- 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.
- Designated SDAIE sections in most courses on campus created to potentially provide higher levels of support for ELL students and designated co-teaching sections of ELA and math some with SPED co-teachers and some with aides and paraprofessionals.
- African American Mentor teacher will continue working with 25 at-risk students who are struggling academically, behaviorally, and social-emotionally to support goal setting.

Additionally, the visiting committee identified the following areas that need to be strengthened:

2. Continue schoolwide literacy instruction across the curriculum with focus on those students who score significantly below grade level on DPRs.

McLane has provided a three-part approach to literacy support for students.

- Tier One includes a focus on increasing common core literacy skills in every classroom through professional learning, aligned textbook adoptions, and school-wide literacy initiatives
- Tier Two has been opportunities for strategic grouping, technology resources to support struggling students, PLUS, and co-teaching in the targeted core classes.
- Tier Three includes teacher tutoring services, within our classroom we establish a peer mentoring system, collaborative group, teaching to different learning modalities, based on needs and levels, access to technology resources for remediation, PLUS support in the targeted classroom and student groups, and strategic deployment.

McLane has provided a three-part approach to math support for all students.

- Tier One includes a focus on common core math skills in every math classroom through professional learning and collaboration.
 - Tier Two incorporates opportunities for strategic grouping, re-teaching, utilizing technology resources for struggling students, PLUS teacher support, and co-teaching.
 - Tier 3 includes teacher-tutoring services, technology resources to support remediation, strategic PLUS teacher support for Tier 3 students, and deployment.
3. Continue use of systematic instructional strategies aligned with administrative expectations that meet the needs of the rigorous CCSS standards McLane is so diligently working to implement.
- ILT (Teacher Leadership Team) creates professional learning workshops for teachers. This has changed from past years where PL was driven by district and administrative directives.
 - The new 2020-2021 bell schedule at McLane continues to have built-in opportunities for teachers to collaborate for one hour at least two times a week during Professional Learning Community meetings. Collaboration during PLC meetings are designed to allow teachers to practice and incorporate strategies used from staff PL in their specific subject area teams to focus on improving student learning by planning and calibrating around four guiding questions of Professional Learning Communities. What do we want our students to learn? How will we know they have learned what we want them to learn? What will we do if they are not learning? What will we do if they have already learned it?
 - McLane has continued its focus on aligning the instructional system in all classes and embarked on an instructional renaissance including the development and implementation of a concrete action plan aligned to the Single Plan for Student Achievement and a schoolwide focus on continuous improvement. There has been an emphasis on improving instruction, increasing the alignment of curriculum to the standards, and increasing the level of rigor in the classroom while using common assessments within subject area teams to monitor student achievement and intervene when necessary.
4. Continue to use teacher leaders to model engagement strategies in the classrooms to increase bell to bell instruction and student engagement.
- Teachers have embarked on classroom visits to observe best practices and will continue to build this practice when the school returns to in person learning.
 - Teachers have been called upon to lead PLC's and serve on the Leadership team that strategizes using student data that drives the instructional focuses.
 - Teacher leaders are tapped to attend professional development such as Teaching and Engaging with Poverty in Mind, Educating for Careers, and Professional Learning Communities at Work.
 - Climate Culture Teams shared strategies that staff can incorporate in their classrooms along with site instructional focus for the school year.

During the 2017-2018 school year in which a subsequent three-year progress report was conducted, the following recommendations were made:

5. Work through professional learning communities to focus on daily teaching of grade level CCSS and use student data to identify and utilize high leverage teaching strategies in the classroom.
 - McLane continues to improve on English Learner redesignation rates by providing a three-tiered support for English Learners that build literacy skills in alignment with the Common Core State Standards for ELD and ELA/Literacy.
 - Tier 1 has included staff providing instruction in all curricular areas that require students to engage in complex text, write regularly, and academic discourse. Staff will continue to identify ELL students and work with our EL Coordinator for tracking and progress monitoring.
 - Tier Three includes teacher tutoring services, within our classroom we establish a peer mentoring system, collaborative group, teaching to different learning modalities, based on needs and levels, access to technology resources for remediation, PLUS support in the targeted classroom and student groups, and strategic deployment.
 - McLane High School will support students to earn passing grades through a system of monitoring, goal setting, recognizing achievement, in-classroom assistance in challenging courses, tutorial opportunities, guidance, classroom engagement, and response to intervention.

6. Create learning environments for students with high expectations and provide professional development to increase opportunities for students to engage in the lesson.
 - A team of teachers participated in Microsoft 365 and Microsoft Teams training in 2016-17. That team of teachers were part of the breakout sessions during Teacher Buyback Training in February 2017 (of 2016-17 school year) and August 2017 (of 2017-18 school year) where they trained their teacher colleagues in small groups of 15-20 teachers on how to use Microsoft 365 and Microsoft Teams as well as embed technology into instruction.
 - Throughout 2016-17 and 2017-18, site administration also reviewed student achievement data with staff during the monthly professional learning staff meetings where staff were instructed to bring their work issued laptops to the meeting and they were provided the opportunity to retrieve and analyze their own student achievement data (grades, assessments, etc.).

In 2018-2019 & 2019-2020, Restorative Practices Counselor Rebecca Aleman provided additional professional learning opportunities for teachers follows:

Building Positive Student Relationships
Classroom Management

De-Escalation Strategies

Student panel addressing needs on campus and running staff ice-breaker.

- 2018-2019 & 2019-2020 McLane Climate Culture Team and Vice Principal Lauren Trzeciak reviewed McLane Panorama Survey Results addressing site Climate and Culture data. Information regarding student/staff sense of belonging and collaboration results were shared during staff Buy Back days celebrating school wins and next steps. Climate Culture Teams shared strategies that staff can incorporate in their classrooms along with site instructional focus for the school year.
- Vice Principal Javan Childs addressed site Behavioral Notification Form and Levels of Misbehaviors that streamlines a three-tiered discipline process between student-teacher, student-administration, and administration-teacher-student-parent. To support the effectiveness of the SRC, and to support teachers in the classroom, McLane went through the process of developing “Levels of Misbehaviors” as a staff to determine agreed upon student actions that warranted specific responses by adults.
- 2018-2019 & 2019-2020 McLane Special Education Department, Regional Instructional Manager, School Psychologist and Vice Principal ran teacher small groups addressing importance of IEP’s and locating students IEP At a Glance, differences between accommodations and modifications, academic strategies to support RSP/SDC students and behavior plans.
- At the beginning of the 2019-2020 school year, the campus culture director along with student leadership students led an engagement activity with all teachers. This took place for a few hours on one of the mandatory teacher professional learning (Buyback) days in August before school started. The engagement activity provided teachers with the opportunity to get to know other teacher colleagues from other department/content areas and interact with student leaders at McLane. This engagement activity with all teachers was intentional and helped set the tone for the 2019-2020 school year regarding creating and promoting a campus culture of increased adult-to-student interaction and engagement.
- For the 2019-2020 school year, instructional coach Anita Hatch, McLane’s ILT Team along with Vice Principal Karen Streich-Rodgers led professional learning for all staff on Checking for Understanding. The decision to focus on Checking for Understanding derived from trend data collected from classroom walkthroughs and observations using the IPG Tenet 2b – Challenging Content in literacy and math. The data showed that across the board regardless of content area, McLane teachers need training on Checking for Understanding – what it looks like and sounds like in a classroom.

Based on data provided in the report and observations during the visit the Chair feels that McLane has made significant progress on these identified areas to the point where these will continue to be a focus but not a recommended area of continuous growth.

1. Develop and implement a plan for early intervention of students who are “at-risk” due to grades, attendance, and/or behavior.
2. Build a network of support for McLane programs and culture by strengthening the McLane regional identity and showcasing current students’ achievement and talents, leading to higher enrollment in the school and goal 2 activities (engagement activities).
3. Develop a master schedule and schedule meeting times that support full collaboration utilizing the PLC process amongst all departments and grade level groups.
4. Continue to develop and implement a culture of professional and clear communication among all stakeholders.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The McLane staff and Administration have implemented the findings and data at a highly effective level but need more time to see student performance catch up.

The McLane staff met with site administration where the process for reviewing the 2015 WASC Full Self-Study report, schoolwide action plan and critical areas for follow-up from the WASC visiting committee were reviewed. Staff was provided the opportunity to rank their interest/priorities with the critical areas for follow up. In creating the groups, the preferences submitted by each staff member as well as a balance of knowledge, content area, and number of years’ experience were taken into consideration to balance the dynamics of each group as much as possible. Classified staff were also invited to attend WASC staff focus time meetings and the same process was provided to classified staff to be assigned to focus groups.

Guidelines were provided to each focus group where they were to discuss the critical areas for follow up from the 2015 WASC visiting committee and discuss changes that have taken place at McLane in relation to the critical areas and the schoolwide action plan. Notes were then submitted by each focus group to the WASC chair or co-chair at the end of each WASC Staff Focus Time meeting. Contribution and feedback from McLane parents were solicited through the McLane parent meetings, School Site Council Meetings, and ELAC meetings. Student voice and feedback was obtained through student leadership, Associated Student Body, and students involved in School Site Council.

The identified growth areas from the schoolwide action plan developed as part of the previous WASC self-study, as well as those added as part of the mid-cycle review, have been incorporated into McLane’s Single Plan for Student Achievement (SPSA) each respective school year. The SPSA is structured around the same four goals from the district LCAP (which

address the eight state priorities). Participants in development of the SPSA include the entire Instructional Leadership Team composed of core content area teachers and the entire administration team. Also involved are students, parents, and staff that serve on the School Site Council (SSC). Through review of overall student performance indicators and data related to particular programs or actions steps, the school site council provides feedback for modifications and/or additions to actions. Each school year this results in an updated SPSA, which the SSC approves through voting, and upon sharing with the McLane staff the actions from the plan are then carried out in an effort to achieve the identified growth areas of the school.

Beginning in the 2018-2019 school year under the new leadership of Principal Brian Wulf, McLane prepared for our full-cycle review during the 2020-2021 academic school year. Beginning in 2018, McLane assessed feedback from the Mid-Cycle Review and the WASC Leadership Team was trained in the new self-study manual and prepared to begin the self-study process leading their respective groups through their area of study. The process of writing Chapter IV started during the Spring of 2019 by deconstructing the Self-Study prompts and enrolling in Focus Groups Google Classrooms under the direction of the WASC Leadership Team. During faculty training and meeting days at the beginning of the 2018-2019 school year (Buy Back and Institute Days), the WASC Leadership Team and the WASC administrator gave an update on our progress thus far and shared a timeline for completion of the self-study.

March 14th, 2020, Fresno Unified quickly pivoted to 100% online distance learning due to the Covid-19 Pandemic. The data that was collected from our students in Spring 2020, during distance learning, was calibrated by our WASC Leadership Team and recorded to help write our Full-Cycle Review. We were able to capture our student's feedback through After School Program, After School Tutorials, Credit Recovery in Mathematics and Clubs. Our WASC Leadership Team established our five teacher focus groups, led by one vice principal and/or TSA and Counselor, with between 15-25 teachers focusing on each of the five categories to elicit staff feedback. Teams discussed virtually starting August 17th, 2020 through November 6th, 2020.

The McLane community is engaged in the work of supporting students as well as providing input and feedback on the work being done. Parents have multiple opportunities to participate in decision making.

Focus groups from the school submitted self-study findings, common themes began to emerge. Professional development needs in the continued implementation of the Common Core State Standards were identified by several groups. English learner instruction was also identified for growth by several groups. These two areas were prioritized in their importance. Other prioritized areas related to continued professional learning in specific areas and teacher collaboration using data.

The recent focus on greater coherence and opportunity for collaboration between elementary, middle, and high schools resulted in McLane's school-wide learner outcomes mirroring the regional goals of the district.

Goal 1: All students will excel in reading, writing, and math.

Goal 2: All students will engage in arts, activities, and athletics.

Goal 3: All students will demonstrate the character and competencies for workplace success.

Goal 4: All students will stay in school on target to graduate.

Attendance issues were identified as an area impeding students staying on track for graduation. Progress has been made in reducing chronic absenteeism due to the implementation of MTSS. The School-Wide Culture Committee has improved student ownership and a feeling of belonging on campus.

The SPSA is structured around the same four goals from the district LCAP (which address the eight state priorities). Participants in development of the SPSA include the entire Instructional Leadership Team composed of core content area teachers and the entire administration team. Also involved are students, parents, and staff that serve on the School Site Council (SSC). Through review of overall student performance indicators and data related to particular programs or actions steps, the school site council provides feedback for modifications and/or additions to actions. Each school year this results in an updated SPSA, which the SSC approves through voting, and upon sharing with the McLane staff the actions from the plan are then carried out in an effort to achieve the identified growth areas of the school.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The self-study reflects the reality of what is happening at McLane. The VC observed the cohesive understanding of the self-study and the strengths and areas of continuous growth across all stakeholder groups.

Chapter III: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

Visiting Committee Comments

McLane High School (MHS) has created a mission statement that reflects California's A-G requirements and the Fresno Unified School District's (FUSD) commitment to a "Graduate Profile". The FUSD website states, "This student has a strong academic foundation, has completed required courses, and has acquired the workplace skills and competencies necessary for success after high school." (<https://mk0collegeandcapjsyd.kinstacdn.com/wp-content/uploads/Graduate-Profile-Poster-2018.jpg>). MHS has aligned its schoolwide learner outcomes with the FUSD graduate profile.

MHS provides time for Professional Learning Communities (PLC) to meet throughout their day, either at the beginning of the day in a formal meeting, or informally by providing the same prep times. The PLCs provide the staff with time to discuss and align the learning cycle: learning engagement strategies, common formative assessments, and common literacy practices. It was mentioned that staff members can be a part of multiple PLCs in a given week: Grade-level, subject specific, and pathways are some of the PLCs.

There is a belief at MHS of preparing students for life beyond high school, whether that takes former students to college or career. To prepare students, some students are enrolled in one of four pathways: Medical; Business, Finance and Entrepreneurship; Education; ArtVenture. Although pathway classes are intended for those students in the pathway, classes are available for students that are not in a pathway or are in another pathway.

The decision making process at MHS is well-rounded. Formally, decisions are based upon FUSD LCAP, stakeholder meetings (ELAC; School Site Council), data collected through surveys, grade data, and state assessment data. Informally, there are communication avenues available to the staff that provide consideration and collaboration on major ideas in order for there to be buy-in from staff.

Within the past four years, there has been a change in the leadership of the school. Mr. Wulf has brought a more collaborative approach to decision-making in which voices are heard and respected. In relation to the vision, mission, and SLOs, teachers are able to meet with peers to discuss student learning. Formally, staff meetings, ELAC, and School Site Council provides the stakeholders with discussion of the needs of the school. Parents are informed of the mission, vision, and SLOs at such events as the Back-to-School Night and Open House.

The school communicates vision, mission, and SLOs using traditional means: website, on SLO posters, and in Student/Parent Handbook. It is unclear how the school

vision, mission, and SLOs are known by the community. Although parents and community members support the school’s commitment to students and the mission of providing education to all students. Parents are surveyed on school related issues on LCAP and during the creation of SPSA.

Vision and Purpose that supports high achievement for all students. Defining of the school’s vision and purpose through schoolwide learner outcomes and academic standards.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

VC notes the work McLane has done to align their vision, mission and SLO’s to high expectations for staff and students.

A2. Governance Criterion

Visiting Committee Comments

The school understands that the school board’s roles include: creating a vision for the school district; creating the structure of the district; providing a voice of accountability to the community; providing community leadership and being an advocate on the state and county levels. The school board holds workshops on current school district data. A member of the MHS is a member of FUSD’s DELAC.

MHS understands the relationship between the FUSD’s decisions, expectations, and initiatives. The school board provides the policies and procedures for the MHS. There is a “tight” and “loose” interpretation of FUSD’s expectations. For instance, MHS decided to have PLCs in the morning, instead of after school. It was the expectation that site’s meet on a weekly basis, but the time was up to the site. Other examples include: 1) the board empowering employees to engage in a cycle of continuous improvement, and the site deciding on establishing PLCs (per DuFour’s Learning by Doing); 2) the board stating that educators plan lessons, and the site collaborating on the items of a lesson plan; 3) the board stating that schools need to utilize board and district goals and the school guiding planning and implementing instruction. McLane informs parents of UCP by: 1)Parent handbook; 2)Discussed at annual Title 1 meeting; 3) Administrators guide parents through the UCP process; Parent Coffee Hour.

Governance that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

VC observed McLane’s agency and coherence around student achievement and the connection to the district’s vision and goals. This is evidenced in their goals that align to the district and the

implementation of support structures such as MTSS and the addition of support positions such as the Restorative Practices Counselor.

A3. Leadership: Data-Informed Decision Making and Ongoing Improvement Criterion

Visiting Committee Comments

MHS meets in a number of PLCs during the week. In the interviews the staff informed us of grade-level meetings, pathway meetings, and subject-specific meetings, including Culture and Climate advisory meetings. Whether the staff meets in the morning during formal PLC time, or informally during prep time, meetings focus on curricular and instructional needs for students, as well as supporting students during PLUS time. Schoolwide strategic plans are updated to support all student groups including ELs, Special Ed, and Pathway students. PLUS time teachers take students out of PE classes and give support to students for current targets and learning objectives. There are a number of other supports for students that support students academically and social-emotionally.

MHS staff appreciates professional learning from its staff members. There are professional development meetings intended for new staff members and veteran staff members. Staff members prefer choosing professional development that will help their current practices. For example, current professional development included NearPod, academic discourse, EL instructional supports, culturally responsive teaching and online tools. MHS instructional leadership team meets monthly to discuss data, best practices, and address learning gaps in student learning.

The MHS leadership team discussed the needs of their students and how they are a Title 1 school. The FUSD LCAP and school’s action plan are directly correlated. Funding at the site has paid for staff members to provide on-going support to students academically and social-emotional needs. The SSC annually reviews the school’s achievement data and the SPSA is annually revised to the changing needs of students.

With the change in leadership is a change in decision-making and accountability. The staff mentioned that the current leadership team provides time for discussion of how to support student needs. The staff also mentioned how there is a lack of hierarchy in communication and they appreciate the communication with the leadership team.

Leadership: Data-Informed Decision-Making and Ongoing Improvement that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

While the VC noted the use of data through PLC agenda’s, meeting notes, and changes to the bell schedule, master schedule, and the addition of curriculum and strategies, there is room for growth at

the classroom level of using data to inform instruction.

A4. Staff: Qualified and Professional Development Criterion

Visiting Committee Comments

Recently at MHS, new teachers have been retained. There are many reasons for this occurring. First, FUSD requires new teachers to attend professional development training at the district office through induction training. Second, there have been ongoing improvements to the MHS facilities which include an updated quad, new pool, and teaching/instructional resources. Third, the staff provides PLCs in which new teachers are viewed as equals. Fourth, new teachers utilize the site instructional coaches which support the individual teachers and the PLC communities. Fifth, new teachers represent alumni from MHS who want to provide the same support to students that they received as students.

MHS has ongoing professional development. All teachers participate in a two day in-service training at the beginning of each year. There are additional buy-back days (3) throughout the year. One Saturday each month, there is on-going professional development at FUSD or through the Fresno County Office of Education.

Teachers are evaluated based upon the Collective Bargaining agreement. New Teachers are evaluated every year until they become permanent members. Permanent teachers are evaluated every other year. Permanent teachers with at least 10 years of experience and a history of positive evaluations may be placed on a five-year cycle at the principal's discretion.

The school provides communication to the MHS community through a "Week-at-a-Glance", newsletter, website updates, phone calls, emails, and the publication of school wide policies. Parents mentioned that the staff provides the community with timely information. Students mentioned that teachers are quick to respond when needed. Although, some students mentioned that they miss the time with the staff for support since the COVID closures.

Staff: *Qualified and Professional Development* that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

VC

A5. Resources Criterion**Visiting Committee Comments**

As a Title 1 school, MHS receives funding for socio-economic status and EL students. The school is intent on providing an experience beneficial to the community. Through its SPSA, MHS has aligned its SLOs and district goals. The SSC reviews the budget annually and monitors distribution of its resources to ensure that the resources are utilized to serve the needs of its students. There is oversight from FUSD, who conducts audits on the resources. There have been a number of improvements since the last visit which include, an updated library, a new career center, an update space for video creation, a new pool, a social-emotional room, and an renovated quad area. Because of COVID closures, students have yet to experience the new renovations.

Resources that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

VC committee acknowledges the increase in teacher retention and the changes made to staffing to increase support for students. The VC observed an improvement in attendance and number of altercations due to the implementation and training around MTSS.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

1. New decision-making process that includes staff members in collaboration of student needs.
 - a. Focus group feedback
 - b. Self-Study (Category A)
2. Site-led professional development that gives staff options for learning.
 - a. Focus group feedback
 - b. Self-Study
3. Budget and spending is built upon SPSA and District LCAP
 - a. SPSA
 - b. Focus group feedback
 - c. Self-Study
4. Development of an academic and behavioral support system for all students.
 - a. SPSA
 - b. Focus group feedback

c. Self-Study

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

1. Determine the types of effective PLC groups that serve the needs of all students.
 - a. Focus group feedback
 - b. Self-Study
2. Continue to provide systematic decision-making that provides communication with stakeholders.
 - a. Focus group feedback
 - b. Self-Study
3. Determine an effective way of ensuring the community knows the mission and vision of MHS beyond traditional methods (i.e. website; handbook).
 - a. Focus group feedback
 - b. Self-Study
4. Continue to develop a systematic support system within the MTSS model.
 - a. SPSA
 - b. Focus group feedback
 - c. Self-Study

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Discussion with staff members
- Discussion with students
- Site Plan for Student Achievement
- District LCAP
- Pathways plan
- School Website
- FUSD Graduate Profile
- MHS SLOs

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

Visiting Committee Comments

McLane High School currently offers a wide variety of rigorous high school courses and has continued to add new courses to the list of courses students can take. Every year, counselors submit new and revised courses, including curriculum, to the district office for approval. Most departments have changed their curriculum in order to align it to

CCSS and meet A-G Requirements. All core courses at McLane are aligned with the Common Core State Standards and all CTE courses offered at McLane fulfill the A-G requirements for four-year colleges/universities. Common Core State Standards guide the selection and development of curriculum and establishment of a framework for instruction and assessments.

Teachers and administration are willing to collaborate and support one another. PLC meets regularly to align instruction and assessments to pacing and curriculum guides, to develop common lessons and assessments, and to ensure all students at McLane have access to viable, rigorous, and relevant curriculum. McLane SLO's and academic standards are also well aligned to the adopted curriculum chosen by the district office. McLane uses an instructional practice guide (IPG) that includes evaluation criteria to ensure alignments and congruence between what is taught in the classroom, SLOs, Academic Standards, and College and Career readiness indicator or standards.

For Integration Among Disciplines, Mostly all courses at McLane are aligned with FUSD courses in accordance with FUSD Board of Education adopted curricula and state-approved guidelines. McLane provides a professional learning community model of professional collaboration to allow development of common syllabi, formative assessments, expectations, and grading rubrics for each course to ensure a guaranteed and viable curriculum for all students regardless of the teacher.

McLane High School has been working with feeder schools to ensure there is vertical articulation and continuous engagement with students once they transition to high school. Some departments are in communication with teachers at feeder schools and share ideas and curricular decisions with one another and work together to develop common expectations for students transitioning to high school. McLane has various programs like CTE, middle school visits, and summer bridge programs that allow feeder schools to participate and get involved in McLane's campus life. The Fresno State Dream Center, as well as the Fresno State Ambassador, meet with students to discuss their post-secondary goals, to help fill out applications, and discuss support programs available to documented and undocumented students.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

VC observed the continuum of courses offered to students which are aligned to the common core standards using approved resources. VC notes the increase in vertical alignment with feeder schools as well as a four year plan with career pathways embedded.

B2. Equity and Access to Curriculum Criterion

Visiting Committee Comments

Students have a wide-range of course options available at McLane. McLane High School provides an open enrollment policy in all Honors, GATE, AP, and CTE courses. Students at McLane High School have a broad range of courses to choose from. All students, including EL's and ELD students, have access to AP Courses as well as CTE courses and are able to enroll in challenging rigorous courses. For CTE, any student that wants to be enrolled in the CTE program can ask to be enrolled. AP courses are open to all students as well and teachers encourage students to challenge themselves and enroll in AP courses. Counselors and CTE Coordinator work in conjunction to recruit and monitor students enrollment in CTE courses. Counselors work with individual students, as well as small and large groups, to establish and monitor educational plans and create post-high school plans. Students are provided with a four-year individualized plan that is developed and monitored by the counseling staff.

McLane High School provides multiple support structures to assist students and make sure they are successful in rigorous academic programs. Additional supports include: after school tutoring, Saturday Prep AP academy, Upward Bound tutoring, credit-recovery using APEX Learning System and Edgenuity, and summer school program for students who obtained Ds and Fs. Teachers also provide after school tutorials for students that need additional help. English Learners are provided with SDAIE college prep multiple subjects and an instructional coach who works with teachers to align curriculum to CCSS and deliver high-quality lesson plans for English Learners.

Counselors at McLane work with students, parents, and teachers to facilitate communication regarding progress in individual classes. Parental involvement is encouraged through the School Site Council, English Learners Advisory Committee, Parent University/Parent Coffee Hour and Back to School Night at the start of the year, and Open House near the end of the year. Counselors also schedule and facilitate parent conferences with teachers when requested by parents. School personnel meet with parents of identified students regarding SSTs, IEPs and 504 Plans. McLane provides support structures, accommodations, and modifications for identified students to ensure that their needs, educational goals, and objectives are met.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

McLane has added multiple career pathways, AP, support and elective courses to meet the needs of their diverse learners. Students are able to opt in to any course and are encouraged to challenge themselves.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of Strength for Standards-Based Student Learning: Curriculum (if any):

- Students feel academically and emotionally supported by everyone in school: administration, counselors, and their teachers.

- McLane has expanded course offerings and allows all students the opportunity to be college and career ready.
- Common planning, pacing and assessments by PLC's.
- Pathways provide college and career-readiness and connections to community and local business.
- All pathway classes meet A-G requirements.
- Dual Enrollment Classes for students to earn college credit through Fresno City College.
- Open and authentic communication among administration, teachers, and counselors on curricular and instructional strategies.
- Improvements to school grounds, classroom, and buildings that are conducive to learning.

Growth Areas for Continuous Improvement for Standards-Based Student Learning: Curriculum (if any):

- Continue collaborating in PLC meetings to align new curriculum to CCSS
- Determine how to support students maintaining A-G eligibility by identifying additional pathways that include dual enrollment, AP courses, as well as the career pathways

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Saturday Academy for AP Prep Classes
- AP Coordinator meets semestery with AP teachers to review College Board.
- Collaboration in PLC meetings among teachers in the department
- PLUS teachers provide extra support for struggling students in classrooms. Additional support is given to EL's in small groups and using SDAIE strategies.
- PLC meets regularly to align instruction and assessment to pacing and curriculum guides to develop common lessons and assessments.
- Creation of the ArtVenture Pathway in the 2019-2020 school year opened additional courses and opportunities for students interested in the profession in Arts and Multimedia.
- Student Internships with Union Bank.
- New pool, reading room, comfortable furniture for students.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Student Involvement in Challenging and Relevant Learning Criterion

Visiting Committee Comments

The staff at McLane High school has developed a culture of challenging students through an extensive and diverse list of course offerings. These offerings are standards-based and evolving to meet the needs of the stakeholders. The diverse career pathways, in conjunction with a robust Advanced Placement, Honors and dual enrollment course list provide college and career readiness for all who seek the opportunities. The career-based courses alter and adapt instruction using the input of their community partner advisory committees. It is evident from the work displayed digitally and the classroom observations that the work is challenging and relevant. In the era of the pandemic, the staff is to be commended for maintaining rigorous, challenging and relevant courses. The immersion of special education students, and the availability of all courses to all students is also worthy of note.

- The staff of McLane High School is well versed on the use of California State Standards to drive instruction.
- The PLC process is highly developed. It is widely used in all areas. New staff are brought into the culture of continuous improvement.
- A vast majority of the staff is actively involved in their Professional Learning Community.
- There is a clear focus on determining what students need to know, and working toward lesson and unit plans from that perspective.
- There is a clear and evident culture of teacher collaboration on a regular, frequent and on-going basis.
- The administration clearly supports the PLC process and Standards-Based Instruction through time allotment in staff development, funding for release time, and administrative monitoring of subject area groups while allowing for teacher autonomy in choosing methodology to reach each learning goal.
- The students at McLane High School are well versed in how to use the distance learning platform as it relates to Standards-Based Instruction.
- Staff and students universally refer to the 'Week-At-A-Glance' for all core subjects.
- The teaching and support staff take ownership in their student's successes.
- The continued development of Honors, Career Pathways and dual enrollment offerings allows for student success in a rigorous slate of course offerings

Student Involvement in Challenging and Relevant Learning that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale: VC observed some student involvement during class observations but acknowledged the challenge distance learning presents. Teachers were observed instructing challenging and relevant content. Student work was provided as evidence of outcomes that would confirm student involvement.

C2. Student Engagement through a Variety of Strategies and Resources Criterion**Visiting Committee Comments**

The McLane High School Highlander staff uses an incredible variety of learning and teaching strategies, supported by the staff development plan put forth by the site and district administration. Staff engagement in transforming lesson planning has resulted in multiple methods being used for student engagement. Diverse technology is used in conjunction with a variety of teaching and presentation styles and strategies. Each of these are evident through classroom observation and a review of student work. Teachers have adapted to the distance learning environment using technology to attempt to improve student engagement daily. The implementation of the four Career Pathways shows a responsiveness to the needs of the community. These pathways allow for the application of learning in a field that will directly benefit the students in the near term. Critical thinking and problem solving are demonstrated in classroom observations and digital representations of student work.

Student Engagement through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

VC observed teachers coaching students and supporting their learning by providing multiple entry points. McLane's career pathways and community partnerships create career opportunities for an increasing percentage of the students.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**Areas of Strength for Standards-Based Student Learning: Instruction (if any):**

- The staff of McLane High School is well versed on the use of California State Standards to drive instruction.
- The PLC process is highly developed. It is widely used in all areas. New staff are brought into the culture of continuous improvement.
- A vast majority of the staff is actively involved in their Professional Learning Community.
- There is a clear focus on determining what students need to know, and working toward lesson and unit plans from that perspective.
- There is a clear and evident culture of teacher collaboration on a regular, frequent and on-going basis.
- The administration clearly supports the PLC process and Standards-Based Instruction through time allotment in staff development, funding for release time,

and administrative monitoring of subject area groups while allowing for teacher autonomy in choosing methodology to reach each learning goal.

- The students at McLane High School are well versed in how to use the distance learning platform as it relates to Standards-Based Instruction.
- Staff and students universally refer to the 'Week-At-A-Glance' for all core subjects.
- The teaching and support staff take ownership in their student's successes.

Growth Areas for Continuous Improvement for Standards-Based Student Learning: Instruction (if any):

- The staff of McLane High School is advised to continue to listen to their community groups and business partners to develop relevant course offerings for their graduate readiness for post-secondary life.
- It is recommended the staff continue their work toward making their campus a center for learning in the community both during the school day and in non-traditional hours. After school credit recovery and learning options should continue.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Focus Groups
- Parent and Student Group
- PLC agendas
- Career pathways in four broad areas.
- Increasing and evolving offering of dual enrollment courses.
- Digital evidence of staff development plans
- Teacher participation documents.

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze and Report Student Progress Criterion

Visiting Committee Comments

McLane uses a variety of assessment tools to collect and analyze student performance including but not limited to: Achievement Technology Learning Assessment System (ATLAS) ● Power Business Intelligence (Counselors and Admin) ● Special Education Information System (SEIS) ● California School Dashboard ● PSAT/SAT Tests ● AP Classroom ● English Language Proficiency Assessment for CA (ELPAC) ● California

Alternative Assessment (CAA) • California Science Test (CAST) • AP data monitoring • iReady

These tools are used at the school and department level. Staff meet and use these four questions as their guiding principles.

What do we want students to learn? How do we know if they learned it? What do we do if they don't learn it? What do we do if they already know it? Discussions surrounding these questions take place in Department and Subject/Grade Level meetings. Professional Learning Teams provide teachers a weekly venue for dialogue surrounding curriculum, instruction, and assessment.

Students participating in the career pathways demonstrate mastery and earn industry recognized certifications. Data on student completion of the pathways is tracked to identify attrition and address gaps in courses.

The AP Coordinator helps oversee the AP program and works with the counseling department on course placement and student supports. PSAT scores and grades are used to determine placement in AP courses to updraft and open AP courses to as many students as possible. Having more students enrolled in AP courses has increased the potential of using AP scores as evidence within the College/Career Indicator program.

Data from multiple assessment tools such as CAASPP, SAT, PSAT, subject area assessments are available for staff, parents and students to view through ATLAS. This is also the tool staff use to analyze data. Results are communicated to parents through School Site Council, ELAC, Academic Progress reports, Parent Nights (AP, Back to School, Open House), and during individual student meetings such as 504's and IEP's.

McLane uses ATLAS as a main point of communication and tracking student progress. Current grades, historical grades, and progress toward graduation, as well as assessment scores and behavior logs, are always available for review so that students and parents are kept informed of student progress.

The Counseling staff plays a vital role in students' College and Career Readiness. There are Guidance counselors who meet with students twice a year to ensure they are on track and selecting the correct courses. The Guidance counselors monitor student progress using grade data and work to keep students on track for A-G eligibility but expressed concern that this expectation can come at the expense of students graduating.

There is evidence that McLane engages in the assessment of program areas as a school and vertically with their feeders. McLane has made changes to how they communicate learning objectives based on what is happening in their elementary and middle feeder schools. Based on student grade, CAASPP, ELPAC and College/Career Readiness data, McLane shifted staffing allocations and used Title 1 funds to offer credit recovery classes, push in support for Sped and EL's and created more career pathways.

Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective

Ineffective

Narrative Rationale:

VC have observed McLane analyzing and using data to determine programmatic changes, course and support additions and adjustments to staffing. The use of data at the classroom level through the PLC process is happening in pockets but is not yet schoolwide.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Visiting Committee Comments

Results of state and district level standards-based assessments can be disaggregated and analyzed by school staff using ATLAS. Parents and students have access to individual assessment results through the ATLAS system, through regular progress reports sent home to parents, and annual mailings of state assessment results. Parents and students discuss assessment results (PSAT, SAT, AP test, iReady) with their counselor during their four year planning meetings.

Assessment data is also communicated during parent meetings (ELAC,SSC) and provides access through ATLAS and Academic Progress Reports.

Teachers meet in the content area/grade level each morning now that the bell schedule was adjusted to provide dedicated time for PLC's. Teachers work together to create their Week-At-A-Glance which includes the assessments they will administer. The PLC groups meet to look at data with some regularity and also work in their larger PLC's as departments.

There is evidence that teachers build common assessments collaboratively and come together to discuss the data. There is not clear evidence that the data is regularly used to inform instruction during the learning process. Some PLC's use pre-assessment data in their planning and some use summative assessments to inform re-teaching.

AP data is used by counselors and Admin to determine supports, placements and course needs. It is not clear if the data is used by AP teachers to adjust instruction. Departments use data but there is inconsistent use of data to inform instruction. There is evidence through agendas and sample planning templates that some PLC's like math and CTE are more consistent and effective in adjusting instruction based on assessment results. Students would benefit from all departments/PLC's using data to adjust instruction more consistently.

There is some evidence of timely and specific feedback provided to students by their teachers as seen in classroom observations, report cards, iReady data, and other assessments. There is little evidence of a schoolwide approach or expectations for timely feedback at the classroom level within the written report. VC report teachers and students providing evidence that feedback happens while acknowledging the challenges they currently face.

Using Assessment to Monitor and Modify Learning in the Classroom that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective **Somewhat Effective**
Ineffective

Narrative Rationale:

While the report did not expand upon the processes used for feedback, VC gathered some evidence of student feedback through teacher and student interviews and samples of student work.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- McLane has a wide array of assessment systems that provide quality data on student achievement. McLane works with stakeholders through a variety of programs to help communicate results and goals.
- McLane monitors student progress through the various platforms, which helps provide students with up-to-date data on A-G, SAT, and CAASPP.
- McLane has focused PL to meet the learning needs of students.
- McLane works with multiple stakeholders and platforms to monitor and track students' progress towards pathway completion.

Growth Areas for Continuous Improvement for Standards-Based Student Learning: Assessment and Accountability (if any):

- McLane needs to design a systematic way to analyze and address data from CAASPP and CA Dashboard.
- Develop and implement a system that outlines expectations of using assessment data to adjust classroom instruction.
- Identify a consistent application of timely and specific feedback to students
- Develop and implement consistent pacing within course-a-likes
- Align grading policies within departments and course-a-likes.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

McLane Self Study

Classroom Observations

Focus Groups

Week-At-A-Glance

PLC Agendas

Student Interviews

Counseling Group

Leadership Team

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

Visiting Committee Comments

McLane High School has implemented different strategies to connect to families and community to engage in student learning. MHS has worked with their families to increase community involvement within their students' education. There are several opportunities for parents to engage with the staff at McLane including, but not limited to: Coffee Hour with Principal, Parent University, Parent Information Nights, Back To School Night, Open House, Scotty Awards, and direct contact with staff members. Parents are highly involved in School Site Council and ELAC. Parents who are part of DELAC that are part of ELAC at the school site. Communication home is translated into other home languages such as Spanish and Hmong.

Parents are engaged in the strategies for supporting their students behaviors and attendance. Parents are part of the re-engagement process when their student is returning from suspension and engage in the school A2A meetings that address student attendance issues.

Within the CTE Pathways at McLane High School, MHS has many connections with the industry, universities and the community at large. Students are able to complete internships within the community such as Union Bank and CMAC. Not only are there opportunities for internships, but many of the CTE teachers bring in guest speakers from the community within that particular field to help inform and educate students. Finally, some CTE classes offer dual enrollment with Fresno City Community College.

Parent and Community Engagement that supports high achievement for all students.
Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective
Narrative Rationale:
 McLane has invested in their parents by adding programs like Parent University and outreach through a website that can be translated into many languages as well as parent groups like School Site Council. VC saw some evidence of communication going out to parents through Peachjar and email. Teachers noted that parents had begun to reach out proactively wanting to track student progress.

E2. School Culture and Environment Criterion

Visiting Committee Comments

McLane High School is a student centered school. In spite of school choice opportunities, community students are choosing McLane High School due to the work that staff are doing to create a community based school. Teachers work very hard to ensure that students feel supported in their learning. There are several opportunities for students to receive tutoring if they need the extra help in a class including individual tutoring and after school tutoring. With COVID, teachers have started using

Teams as a platform to communicate with their students which allows for students to reach out to their teachers at any time of the day. Teachers feel that they will be able to use this platform in the future to be able to “meet” the students where they are. Faculty at MHS do a lot of work within their PLC groups in order to increase student learning and engagement. There are specific times set aside for these PLCs to occur so that work can be completed. Within those PLCs, they work together looking at common assessments and how to proceed. Teachers visit other teachers in their classrooms in order to see how to possibly engage their students differently.

McLane High has worked hard to create a safe, clean and orderly campus. The physical campus has had several upgrades and improvements made over the last few years including a new pool, building upgrades, and the quad. Along with the physical improvements, Microsoft Teams platform has been introduced and staff have been trained in the use of it to create a safe online environment for the students especially during COVID. Staff worked together to begin implementing the multi-tiered systems that are in place to create a safe environment for all including the restorative practices. There are several support personnel that help students with their academic and social emotional needs. Academic counselors, a restorative counselor, social workers, coordinators, and PLUS teachers are able to help students and teachers engage students in learning. Students report that they are able to connect with at least one teacher on the campus that they feel comfortable going to if they need something. Also, McLane has an active student body government and club scene that allows students to meet their SEL needs.

Faculty and students attribute a shift in the culture to one of trust and respect to the current site and district administration. Faculty feel heard when they bring something to administration and that administration regularly communicates their expectations so that all the staff can work together to help students be successful.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

McLane’s culture has shifted in the last four years to an inclusive, safe and caring environment that has resulted in an increase in students choosing to attend the school over others. The addition of several positions including the Culture and Climate have had an immense impact on both staff and student engagement in activities.

E3. Personal and Academic Student Support Criterion

Visiting Committee Comments

McLane High School has placed a lot of emphasis on creating support for students in several areas. Students are able to get assistance in a variety of ways. Tutoring is available from individual teachers to groups such as those offered after school. If students are not on track to graduate there are options to recover those credits such as summer school or online options with Edgenuity. Using students’ iReady scores along with PSAT, teachers are able to meet in their PLCs to work on curriculum that matches student needs. Within the CTE pathways, there are several ways to help students engage in their learning including internships, guest speakers, and dual enrollment classes. McLane High has worked on creating supports for their underserved populations such as English Learners and Special Education. EL students are able work with mentor EL students to help reclassify. Special Education students have co-taught classes in English and Math.

McLane High has worked on systems that create support for behavior and learning. With implementation of MTSS and clearly defined support for Tier 1, 2, and 3 students, MHS is able to identify

and help students stay engaged in their learning. Support staff is critical in creating an environment where students feel that they can continue to engage with their learning. Also, by starting at the beginning of students' ninth grade year with programs like Summer Bridge and Link Crew, students become involved within their school community. There are many clubs available to students. Students know that if there is a club they would like to see on campus that they are welcome to follow procedures to start that club. The After School program is another opportunity for students to become involved in their school community. Finally, there is a very active sports scene at MHS with many Varsity level sports for both boys and girls. With Unified Sports, Special Education students can participate, as well.

Personal and Academic Support that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

McLane has built an effective MTSS model that communicates expectations and a systematic approach to student behaviors, emotional, and academic needs. Data shows positive impacts in the area of attendance and behavior. The co-curricular activities have expanded and include all student groups.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal and Academic Growth (if any):

- McLane has one of the most diverse campuses in Fresno Unified.
- Students have access to free opportunities for AP, SAT (Scholastic Aptitude Test), and PSAT (preliminary SAT test) exams.
- After school programs allow students to receive tutoring in multiple subject areas.
- McLane has a wide variety of student-led clubs that focus on increasing their academic success and cultural awareness while at the same time focusing on serving the community through a variety of projects.
- Students with disabilities can participate in Unified Sports and Intramural Sports.
- Students have access to participate in multiple work-based learning opportunities ranging from job shadowing, college and career readiness planning, earn industry certifications, and paid and unpaid internships.
- Climate and Culture Team provides proactive positive behavior intervention support to teachers and classified staff in the areas of school climate and culture, social emotional learning, and classroom management.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal and Academic Growth (if any):

- More opportunities are needed for non-pathway, non-senior students to engage in school culture.
- Training for culturally relevant teaching is needed to help all teachers understand differences that make each student unique and celebrate their diversity.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Self-study
- Focus Groups
- Classroom Observations
- Multiple Informational Flyers
- MTSS and COST Documents
- Club List
- Video of Campus and Student Life

Chapter IV: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize school wide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

McLane staff and Admin have implemented multiple interventions to support student learning and prepare for post-secondary life. Their MTSS Tier 1 and Tier 2 structures provide clear guidelines to staff for responding to and supporting students while creating consistent expectations across all environments for students.

McLane Staff and Admin have built a culture of collaboration and collegiality which has resulted in staff coming together for events and now regularly pop into each other classrooms to observe and learn from each other.

McLane staff and Admin have made pivots in a short amount of time to address academic, attendance and emotional needs. The staff and Admin implemented a new bell schedule to carve out time for PLC's and adjusted that schedule to include an after school program with tutoring and activities when there was an identified student need. The staff and Admin have also made changes to their schedule from first semester to second semester during Distance Learning to include more intervention support and credit recovery opportunities.

McLane staff and Admin Team are dedicated and passionate about the work they are doing for their students. During the winter break there were 43 teachers who stepped up

to tutor students. The retention of teachers has increased over the past three years as has the enrollment of students which is a testament to the changes as Fresno Unified is a school choice district.

McLane partners with the community and developed and implemented career pathways all to provide students with preparation for their future. The campus bank, business hub, and medical center are shining examples of opportunities for students. Students have access to paid internships, pre-apprenticeships, and industry-recognized certifications. This has led to a doubling of the number of students engaging in career pathways.

The teachers utilization of the PLC process has resulted in higher levels of consistency in claims, student learning targets and the implementation of the Week-At-A-Glance. This model is now a standard held up as a model for the rest of the schools in the district. The Week-At-A-Glance communicates the weekly claims, student targets, assignments and assessments. This connects students and parents to the learning expectations.

Students have the opportunity to enroll in college and earn college credits through Fresno City College Dual Enrollment and Fresno State's UniTrack Programs in addition to the AP courses. This provides a more challenging academic experience while preparing students for the rigor of college.

Students have access to free SAT, ACT, PSAT, AP assessments which targeted support to help them successfully prepare. McLane counseling department has focused on all senior families completing the FAFSA and McLane is currently 5th in the state for liked schools. This supports a college-going environment.

McLane's Culture and Climate Position, Re-Engagement Position and Restorative Practices position all provide support to students having behavior challenges, are returning from time away from school and/or need a place to decompress. They use peer conflict mediation/conflict resolution circles/student leadership to address student behaviors. As a result McLane has the fewest altercation incidences in the district.

McLane has a wide variety of student-led clubs that focus on increasing their academic success and cultural awareness while at the same time focusing on serving the community through a variety of projects.

The leadership, teachers and the staff for the provision of a safe, caring and nurturing environment for all students that is supported through a variety of interventions and strategies, ensuring student learning and well-being.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize school wide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Growth Areas have a “who,” “what,” and a “why” in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

The visiting committee concurs with the school’s identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school’s growth areas for continuous improvement are explained below: **Include a Who, What and Why for each growth area for continuous improvement.**

1. Teachers and Leadership will collaborate to implement consistent and expanded Co-Teaching planning and differentiation of instruction throughout curricular areas to improve academic performance at challenging levels and close the achievement gap.
2. Leadership will provide ongoing training to support core teacher differentiating instruction and implementing SDAIE strategies implement school-wide literacy strategies across all classes with a focus on ELA, History and Science that require students to engage in complex text, write regularly, and participate in academic talk to increase re-designation and proficiency levels on ELAC and content focused common formative assessments.
3. Teachers and Leadership will address differences in and reflect on grading policies within departments and subject alike groups to ensure grading equity across like content areas for student achievement and allow for monitoring and reporting of student learning aligned to course standards.
4. Teachers, Leadership, and staff will create opportunities for non-pathway, non-senior students to engage in school culture and academics (CTE, AP, Dual Enrollment), with a specific focus on monitoring student access/participation by subgroup indicators.

Staff will participate in training to increase culturally relevant teaching to help all students understand differences that make each student unique and celebrate our diversity.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

1. Teachers and Leadership will identify and implement instructional strategies that increase student learning, engagement, and success in first instruction exposure.
2. Staff members will identify a consistent process and timeframe for student feedback by providing clear understanding of their strengths and areas for student academic and social-emotional improvement.
3. The leadership and teachers work together to develop and implement more systematic and effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders, including greater consistency in grading policies to ensure consistent communication of student learning.

Chapter V: Ongoing School Improvement (1–2 pages)

The McLane High School Action Plan is well thought out and based on data. The plan aligns with the LCAP and other pertinent district initiatives. There are three overarching goals in the action plan. They are:

1. Instruction: *Close achievement gaps through an equity lens and research-based instructional and intervention practices.*
2. Student Support: *Create a safe and inclusive climate that promotes relationships, involvement, diversity, and our values.*
3. Engagement: *Promote intellectual curiosity, critical thinking, and problem-solving in order to be prepared for college and career.*

Each area has identified actions assigned to achieve the goals in the Action Plan. The plan lists the actions required but needs to be more specific in naming the people involved, resources necessary, timelines for the particular goal. The plan is relevant to the needs of the school and has measurable outcomes. The VC believes the school can be successful in meeting the task and timelines of the Action Plan.

The VC recommends the school continues the process of revising and revisiting the action plan yearly. As LCAP decisions are made at the district level the VC recommends the school adjust the Action Plan as needed.

The VC believes the staff is willing and eager to make the changes in the Action Plan. There are many initiatives aligned to their goals that are already in motion.

The VC recognizes the hard work of the McLane staff and Admin Team and is hopeful of the work to be done by the school based on responses in Focus Group meetings, parent meetings, and student meetings.

The VC does not identify any significant obstacles that would impede the progress of the action plan. The school has developed an achievable timeline that will begin to show results within the first year of work.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

McLane High School's SPSA details a clear plan of action, funding resources and persons responsible for moving forward with the implementation of areas for growth.

The capacity to implement and monitor the schoolwide action plan.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

VC acknowledges the work McLane has done since the last full visit has made great improvements to the culture, supports and academics. The school has clearly identified the work that needs to continue and has the funds, leadership and buy-in from all stakeholders to move forward.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
Involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.	X			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.		X		
Vision and Purpose (A1)		X		
Governance (A2)	X			
Leadership (A3)		X		
Staff (A4)	X			
Resources (A5)	X			
Resources (Charter only) (A6)				
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)	X			
Student Involvement in Challenging and Relevant Learning Experiences (C1)			X	
Student Engagement through a Variety of Strategies and Resources (C2)		X		
Using Assessment to Analyze and Report Schoolwide Student Progress (D1)		X		
Using Assessment to Monitor and Modify Learning in the Classroom (D2)			X	
Parent/Community Engagement (E1)		X		
School Culture and Environment (E2)	X			
Personal and Academic Student Support (E3)	X			
Acceptable Progress by All Students			X	
Alignment of a long-range Schoolwide Action Plan Aligned to School's Areas of Greatest Need	X			
Capacity to Implement and Monitor Schoolwide Action Plan		X		