Ronald E. McNair High

School Accountability Report Card
Reported Using Data from the 2019–2020 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Mr. Mark Dawson, Principal

📍 Principal, Ronald E. McNair High

About Our School

Welcome to Ronald E. McNair High School here every student is expected to achieve at high levels. The students and staff continue to emphasize McNair's positive behavior expectations or S.O.A.R. Students at McNair are expected to be Safe, Organized, Accountable, and Respectful.

Contact

Ronald E. McNair High
9550 Ronald E. McNair Way
Stockton, CA 95210-2800

Phone: 209-953-9245
Email: mdawson@lodiusd.net

About This School

Contact Information (School Year 2020-21)

District Contact Information (School Year 2020-21)	
District Name	Lodi Unified
Phone Number	(209) 331-7000
Superintendent	Cathy Washer
Email Address	cwasher@lodiusd.net
Website	www.lodiusd.net

School Contact Information (School Year 2020-21)	
School Name	Ronald E. McNair High
Street	9550 Ronald E. McNair Way
City, State, Zip	Stockton, Ca, 95210-2800
Phone Number	209-953-9245
Principal	Mr. Mark Dawson, Principal
Email Address	mdawson@lodiusd.net
Website	www.lodiusd.net
County-District-School (CDS) Code	39685850108225

Last updated: 1/6/2021

School Description and Mission Statement (School Year 2020-21)

Ronald E. McNair High School is the newest comprehensive high school in Lodi Unified School District. We currently service students in the 9th through 12th grades. The teaching staff covers the following areas: Business, Consumer Education, English, World Language, Math, Physical Education, Science, Social Studies, Special Education, and Visual and Performing Arts. McNair High sits at the corners of West and Morada Lanes. It is surrounded on three sides by farmland. McNair High opened on August 15, 2005. The site boasts a main building which houses 84 classrooms, Library, career center, and offices. In addition, two gymnasiums with locker rooms and a community center, a multi-purpose room/cafeteria, theater with band, choir, and media broadcast classrooms, and a consumer education building which includes the CTE restaurant.

MISSION STATEMENT:
To ensure that ALL students learn. To embrace diversity and a commitment to create a respectful community that develops academic and interpersonal skills.

VISION STATEMENT:
McNair Eagles soar to excellence in learning, respect, and achievement to empower our local and global communities.
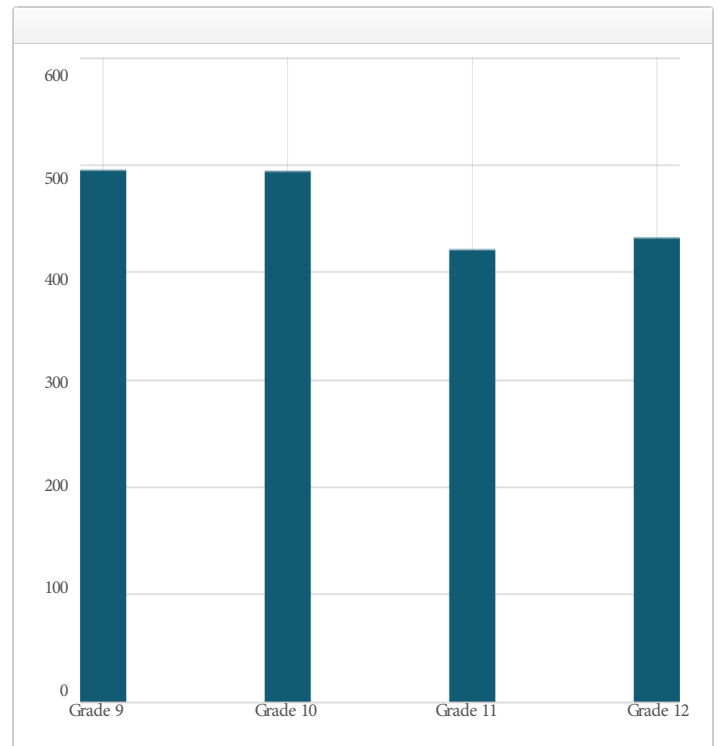
SCHOOL MOTTO:
Soar to Excellence

Last updated: 1/20/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Grade 9	495
Grade 10	494
Grade 11	421
Grade 12	432
Total Enrollment	1842

Last updated: 1/19/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	10.80 %
American Indian or Alaska Native	0.30 %
Asian	39.20 %
Filipino	4.90 %
Hispanic or Latino	36.00 %
Native Hawaiian or Pacific Islander	1.60 %
White	4.50 %
Two or More Races	1.40 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.60 %
English Learners	15.50 %
Students with Disabilities	13.20 %
Foster Youth	1.00 %
Homeless	0.50 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	67	67	81	1274
Without Full Credential	12	14	6	72
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	11
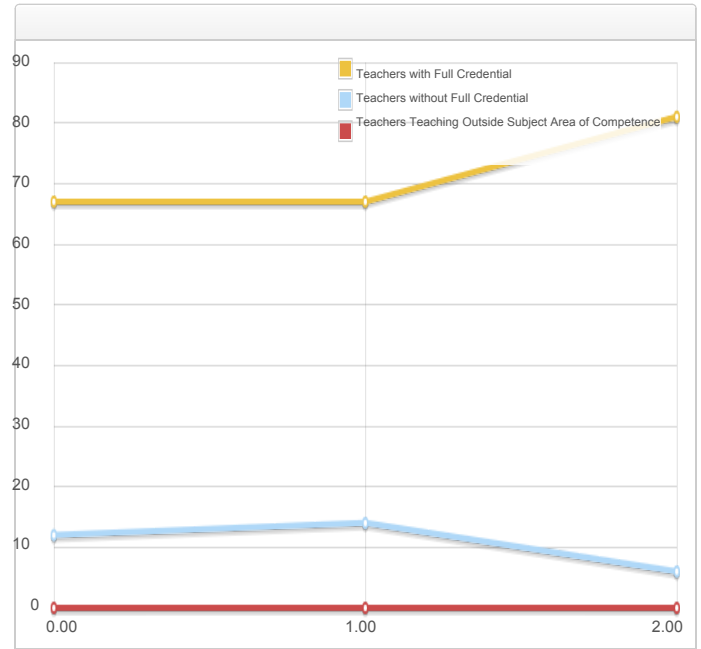
Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	4	4	3
Total Teacher Misassignments*	4	4	3
Vacant Teacher Positions	4	4	3
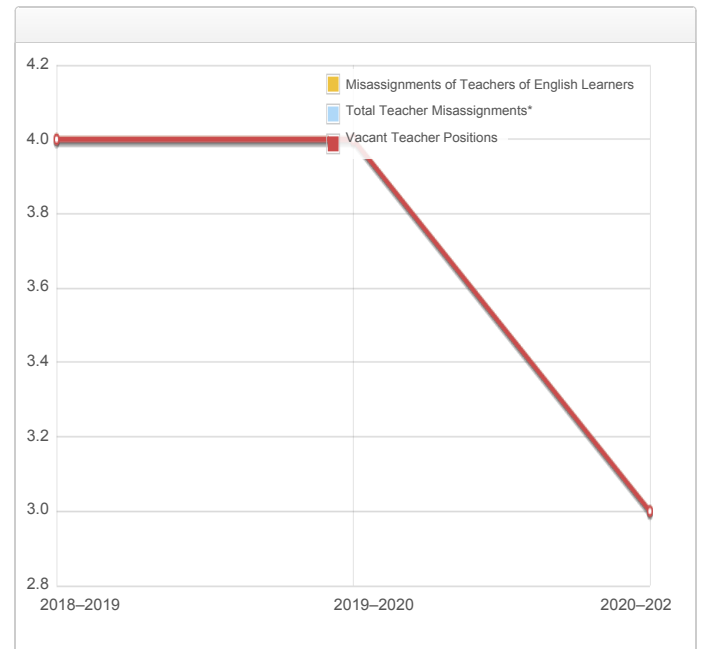
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-21)

Year and month in which the data were collected: July 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.00 %
	(Grade 9 Base Core/EL Support) **StudySync**, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		
	(Grade 9-12 Intensive Intervention) **Scholastic Read 180: Next Generation**, Scholastic, c.2012 Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 4/17/2011		
	(Grade 9-12 Intensive Intervention) **Scholastic System 44 Next Gen**, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014		
	(Grade 10 Base Core/EL Support) **StudySync**, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		
	(Grade 11 Base Core) **StudySync**, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		
	(Grade 11 AP Language) **The Language of Composition: Reading, Writing, Rhetoric**, Bedford, c.2013 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 1/12/2016		
	(Grade 11-12 Creative Writing) **Bedford Introduction to Literature**, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007		
	(Grade 12 Base Core/EL Support) **StudySync**, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		
	(Grade 12 - AP Language) **Bedford Introduction to Literature**, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007		
Mathematics			0.00 %
	(Grade 9-12 SDC) **Math 180**, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014		
	(Grade 9 Intervention) **Core Connections Course 3**, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014		
	(Grade 9-12 Base Core) **Core Connections: Integrated Course 1**, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014		
	(Grade 10-12) **Stats in Your World**, Pearson, c.2016 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 6/6/2017		
	(Grade 10-12 Base Core) **Core Connections: Integrated Course 2**, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014		
	(Grade 10-12 Base Core) **Core Connections: Integrated Course 3**, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014		
	(Grade 11-12 AP) **AP The Practice of Statistics, Bedford**, Freeman & Worth Co., c.2015 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 5/6/2014		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	(Grade 12) **Precalculus**, CPM, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/15/18 (Grade 12 AP) **Calculus for AP**, Cengage 2017 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 6/6/2017 (Grade 11-12) **Math for Financial Literacy**, Goodheart & Wilcox, 2013 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/15/18 (Grade 11-12) **Personal Financial Literacy**, Pearson, 2014 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/5/16		
Science	(Grade 9) **Inspire Earth Science**, McGraw Hill, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 9-12) **Physics of the Universe**, Discovery Ed., c.2019 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 7/7/2020 (Grade 9-12) **Inquiry Into Life, McGraw Hill.**, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 9-12) **CA Inspire Chemistry**, McGraw Hill., c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 10-12) **CA Inspire Biology**, McGraw Hill, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 11-12 AP) **Biology in Focus**, Pearson, c.2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 5/17/2016 (Grade 11-12) **CA Inspire Chemistry**, McGraw Hill, c. 2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 11-12 AP) **Chemistry & Chemical Reactivity**, Cengage Learning, c.2015 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 5/17/2016 (Grade 11-12) **Holt Environmental Science**, Holt, Rinehart & Winston, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/6/2008 (Grade 11-12 AP) **Living in the Environment**, 18th ed., Cengage, c.2015 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 5/17/2016 (Grade 11-12) **CA Inspire Physics**, McGraw Hill, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 11-12) **Hole's Anatomy & Physiology**, MacMillan/McGraw, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 11-12) **Astronomy: Journey to the Cosmic Frontie**r, McGraw Hill, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/6/2008 (Grade 11-12) **Life on an Ocean Planet**, Current Publishing, c.2006 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/6/2008 (Grade 12 AP) **College Physics, 10th Ed.**, Cengage Learning, c.2015 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 5/17/2016	0.00 %	

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	(Grade 9) **World Geography: My World Interactive**, Pearson/Prentice Hall, c. 2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 9-12 AP) **The Cultural Landscape: An Introduction to Human Geography**, Pearson/Prentice Hall, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 4/15/2008 (Grade 9-12 AP) **World Civilizations: The Global Experience**, Pearson, c.2017 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 3/27/2018 (Grade 9-12 AP) **Art Through the Ages: A Global History**, Cengage Learning, c. 2016 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 5/19/2015 (Grade 10) **World History: A Modern World**, Pearson/Prentice Hall, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 10-12 AP) **Western Civilization Since 1300**, Cengage Learning, c.2015 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 1/12/2016 (Grade 11) **United States History: the Twentieth Century**, Pearson/Prentice Hall, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 11 AP) **The American Pageant**, Cengage, c.2015 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 5/6/2014 (Grade 11-12) **Sociology & You**, Glencoe, c.2014 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 11-12) **Understanding Psychology**, McGraw Hill, c.2014 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 11-12 AP) **Myer's Psychology**, Bedford Freeman/Worth, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 12) **Magruder's American Government**, Pearson/Prentice Hall, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 12) **Economics: Principles in Action**, Pearson/Prentice Hall, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 12 AP) **American Government and Politics Today**, Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007 (Grade 12 AP) **Principles of Economics AP**, Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007		0.00 %
Foreign Language	(Grade 9-12 Spanish) **Que Chevere! Level 1-4**, EMC Publishing, c.2016 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015 (Grade 9-12 Spanish for Native Speakers) **Galeria 1-2**, Vista Higher Learning, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 6/2/2020 (Grade 9-12 AP Spanish) **Temas**, Vista Higher Learning, c.2014 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015 (Grade 9-12 AP Spanish Literature) **Abriendo Puertas: Ampliando Perspectivas**, HMH Co., c.2013 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015		0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	(Grade 9-12 Japanese) **Adventures in Japanese 1**, Cheng & Tsui Co., c.2015 **Adventures in Japanese 2**, Cheng & Tsui Co., c.2015 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 2/18/2020 (Grade 9-12 Japanese) **Adventures in Japanese 3**, Cheng & Tsui Co., c.2017 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 2/18/2020 (Grade 9-12 French) **T'es Branche? Level 1-4**, EMC Publishing, c.2014 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015 (Grade 11-12 AP French) **Themes**, Vista Higher Learning, c.2016 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015 (Grade 9-12 Italian) **Avanti 1-3**, McGraw Hill, c.2018 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 3/7/2017 (Grade 9-12 German) **Komm Mit! 1,** Holt, Rinehart & Winston, c.2006 **Komm Mit! 2,** Holt, Rinehart & Winston, c.2006 **Komm Mit! 3**, Holt, Rinehart & Winston, c.2006 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/20/2008 (Grade 9-12 AP German) **Stationen-Ein Kursbuch Fuer die Mittlestufe**, Thomson & Heinle, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/20/2008		
Health	(Grade 9-10) **Project Toward No Drug Abuse**, USC, c.2004 Adoption Year: 2005 From the most recent adoption: No, Local Board Approval on 6/7/2005 (Grade 9-12) **Glencoe Health**, Glencoe/McGraw, c.2018 Adoption Year: 2018 From the most recent adoption: No, Local Board Approval on 5/15/2018 (Grade 7-12) **FLASH Curriculum**, King County Public Health, c.2019 Adoption Year: 2020 From the most recent adoption: Yes		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:

Year built 2005.

MAINTENANCE AND REPAIR:

The McNair High School facilities' condition, including grounds and restrooms, are very good based on custodial staffing, a regular district painting and maintenance schedule and funding available for equipment and supplies. Custodial workers are assigned based on a district formula to ensure equity. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

CLEANING PROCESS AND SCHEDULE:

A scheduled maintenance program is administered by Lodi Unified School District to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

DEFERRED MAINTENANCE PROJECT S: N/A

MODERNIZATION PROJECT S: 2012 Installed netting outside lunch area for bird problem, replaced fencing, re-roofed various portables, & replaced various parking lot solar panels. 2015 Roof coating project for Building "A", replaced domestic water booster system, and replaced culinary arts kitchen. 2016 added access control and cameras for security, replaced various gym bleacher seats, and repaired JV baseball field. 2017 Prop 39 Y r 2 W ire less Energy Management System Replacement Project. 2017 Measure U Painting Project. Athletics Field Improvements. Installed weed barriers in flower beds of tennis courts and parking lot areas. 2017 18 Adding outside lighting to gym area and planning on re-ballasting gym lights. 2018 Prop 39 Yr 3-5 Lighting Retrofit Services project.

NEW SCHOOL CONST RUCT ION PROJECT S: N/A

Data on school facilities was collected for Ronald E. McNair High on 10/8/2020.

Lodi Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or the district office. As of October 2020, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Ronald E. McNair High. These needs include:

- gas leaks
- nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems
- electrical power failure
- major sewer line stoppage
- major pest or vermin infestation
- broken windows or exterior doors or gates that will not lock and that pose a security risk
- abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff
- structural damage creating a hazardous or uninhabitable condition

Last updated: 1/11/2021

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2020

Overall Rating	Good

Last updated: 1/6/2021

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	24.0%	N/A	34.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year. Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/18/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/18/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/18/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	16	N/A	25	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/21/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/18/2021

Career Technical Education (CTE) Programs (School Year 2019-20)

At Ronald E. McNair High we believe that a carefully selected path will better prepare students for a more productive work life. We strongly encourage students to choose a challenging curriculum to better prepare them for the work place. Programs and courses offered at McNair are designed to improve student achievement, while continuing to place specific emphasis on the standards-based curriculum.

CTE courses offered include Business, Health Science, Medical Technology, Hospitality & Tourism Management, Child Development, Information Technology, Culinary Arts and many more.

Students also have the opportunity to participate in CTE courses at Lincoln Technical Academy, the district's CTE learning center, in which courses are designed with career and college preparation in mind.

Last updated: 1/18/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	664
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	61.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	89.50%

Last updated: 1/23/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	95.65%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	37.53%

Last updated: 1/23/2021

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/18/2021

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Parents who wish to participate in Ronald E. McNair High School's leadership teams, school committees, school activities, or become volunteers may contact Principal Mark Dawson at (209) 953-9245.

1. Parents are encouraged to complete parent satisfaction surveys in the spring so results data can direct school plan review and revision for the next year. Results will be distributed to all parents.
2. Parents are notified of School Site Council voting procedures, names of council members, yearly schedules, agendas and minutes of regular meetings so they have opportunities to participate in making decisions that affect their child's education.
3. Parents are notified and encouraged to participate in activities presenting information about parenting skills, volunteering and learning at home opportunities, academic content, achievement standards and assessments.
4. Parents are notified and encouraged to participate in the next level information to aid in the smooth transition of parents and students.
5. Every year, parent groups will review and revise, if necessary, the site parent involvement policy.
6. Parents are invited and encouraged to attend/participate in School Site Council and other decision making activities that affect the education of their students.
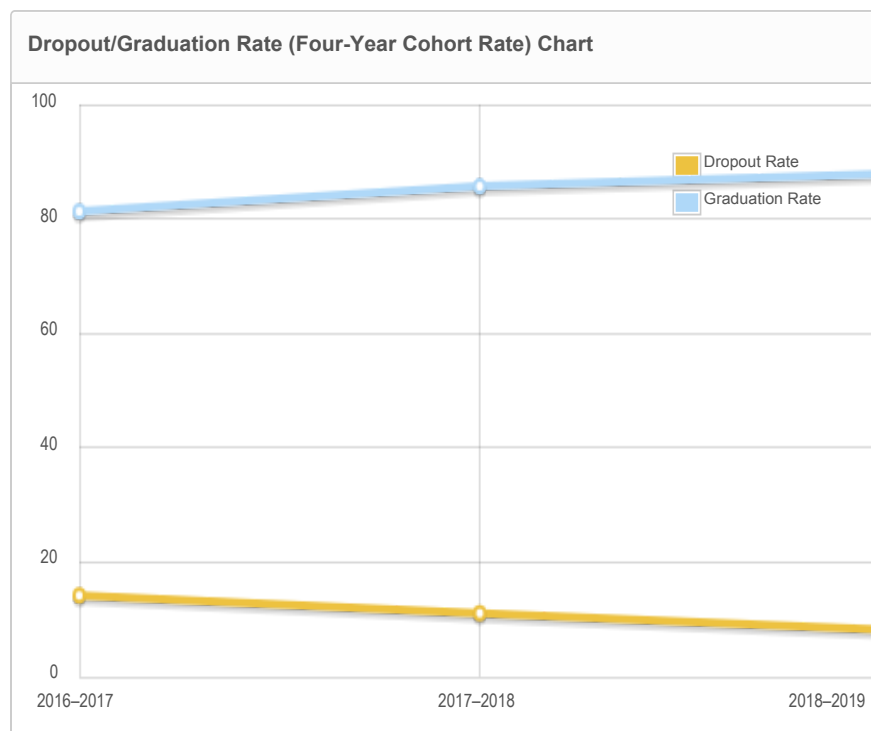
Last updated: 1/26/2021

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	14.20%	11.10%	8.20%	9.00%	8.50%	5.30%	9.10%	9.60%	9.00%
Graduation Rate	81.30%	85.70%	87.80%	84.10%	85.60%	89.40%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

Last updated: 1/23/2021

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	6.40%	6.0%	4.60%	5.00%	3.50%	3.50%
Expulsions	.60%	.40%	0.10%	0.20%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	7.22%	4.86%	2.50%
Expulsions	0.38%	0.14%	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/22/2021

School Safety Plan (School Year 2020–2021)

A Comprehensive School Safety Plan is in place to address safety issues as well as a school wide plan to eliminate bullying behavior. Key elements of the safety plan include safe school strategies and programs, disaster response procedures, procedures for safe ingress and egress and rules and procedures on school discipline. School wide behavior expectations and discipline policies are consistently applied and students are provided adult supervision at all times. Visitors to the school must sign in at the office and receive a visitor's pass prior to going to classrooms. Visitors must return to the office and sign out upon leaving the school. Our Comprehensive School Safety Plan was last reviewed on 12/20/2019.

Last updated: 1/21/2021

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	15	27	7
Mathematics	29.00	5	19	11
Science	30.00	2	9	14
Social Science	34.00		9	23

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	15	27	14
Mathematics	28.00	11	15	13
Science	30.00	4	5	17
Social Science	36.00	1	2	21

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	25	19	17
Mathematics	27.00	9	18	13
Science	33.00	1	6	16
Social Science	30.00	7	5	19

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/23/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio**
Pupils to Academic Counselor*	460.5

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/19/2021

Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.22
Social Worker	0.00
Nurse	0.62
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	4.00
Other	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/24/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12345.00	$4406.80	$7938.20	$65315.90
District	N/A	N/A	$8143.10	$75702.00
Percent Difference – School Site and District	N/A	N/A	-2.50%	-14.70%
State	N/A	N/A	$7750.12	$83052.00
Percent Difference – School Site and State	N/A	N/A	2.40%	-23.90%

Last updated: 1/20/2021

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019–2020)

In addition to services provided with general funding, Lodi Unified School District also provides programs and supplemental services that are funded through either Local Control Funding Formula (LCFF) or other sources. Services vary by school and may include:
• After School Programs
• AVID Programs
• Special Education
• Counseling Services (Academic and Career)
• Extended Day/Year/Summer School
• Supplemental instructional materials
• Enrichment Programs
• Access to Technology
• Social Services
• Athletic Programs
• Program for English Learners

Check with the school principal to get more information about the services that are specific to the school.

Last updated: 1/5/2021

Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.22
Social Worker	0.00
Nurse	0.62
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	4.00
Other	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/24/2021

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State	N/A	N/A	$7750.12	$83052.00
Percent Difference – School Site and State	N/A	N/A	2.40%	-23.90%

Last updated: 1/20/2021

Note: Cells with N/A values do not require data.

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• Social Services
• Athletic Programs
• Program for English Learners

Check with the school principal to get more information about the services that are specific to the school.

Last updated: 1/5/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,999	$50,029
Mid-Range Teacher Salary	$69,903	$77,680
Highest Teacher Salary	$97,861	$102,143
Average Principal Salary (Elementary)	$129,353	$128,526
Average Principal Salary (Middle)	$136,291	$133,574
Average Principal Salary (High)	$151,703	$147,006
Superintendent Salary	$268,296	$284,736
Percent of Budget for Teacher Salaries	31.00%	33.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
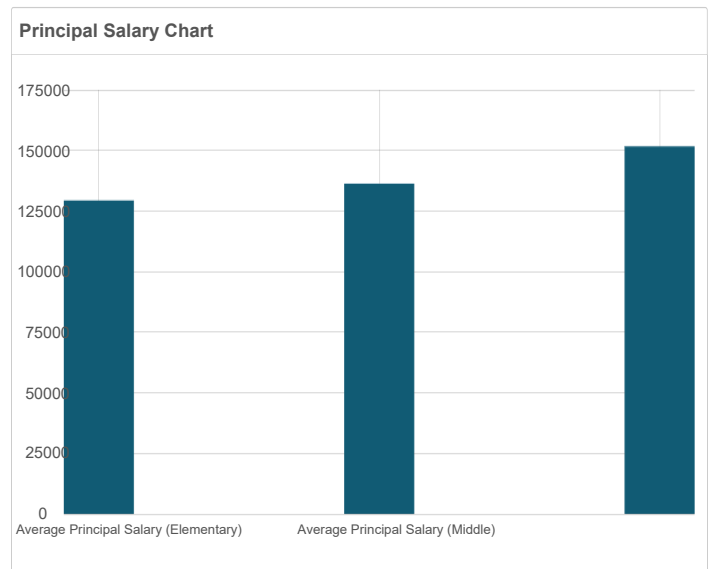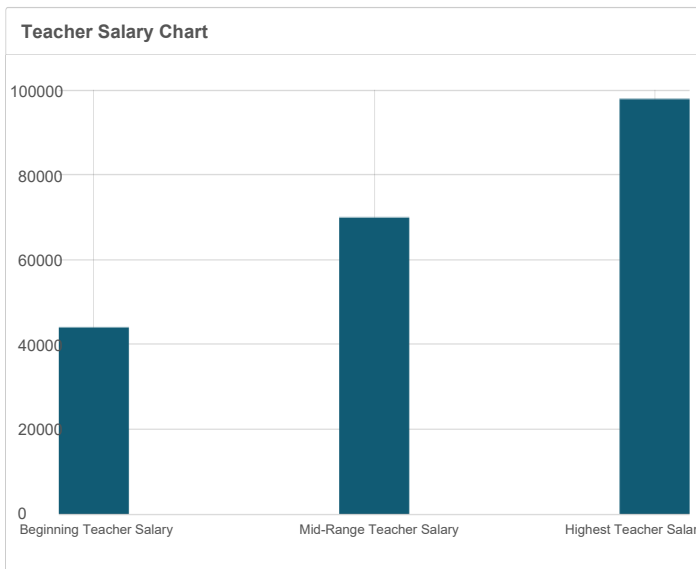
Last updated: 1/21/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses : 9.10%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	0
Mathematics	2
Science	0
Social Science	5
Total AP Courses Offered*	10

*Where there are student course enrollments of at least one student.

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2