



Ronald E. McNair High School
SELF-STUDY REPORT

2022-2023

9550 RONALD E. MCNAIR WAY
STOCKTON, CA 95210



Feb 26, 2023 - Mar 1, 2023

ACS WASC/CDE Focus on Learning Accreditation Manual,
2019 Edited Edition (2020-2021/2021-2022 SY Visits)

TABLE OF CONTENTS

Preface	03
Chapter I: Progress Report	06
Chapter II: Student/Community Profile and Supporting Data and Findings	11
Chapter III: Self-Study Findings	24
A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	24
B: Curriculum	37
C: Learning and Teaching	49
D: Assessment and Accountability	62
E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth	75
Prioritized Areas of Growth Needs from Categories A through E	88
Chapter IV: Summary from Analysis of Identified Major Student Learning Needs	89
Chapter V: Schoolwide Action Plan/SPSA	95
Appendices	100

Preface

1. The involvement and collaboration of all staff and other stakeholders to equitably support high-quality student achievement:

The WASC process at Ronald E. McNair High School (McNair) is coordinated by the principal and WASC Self-Study coordinator. The WASC coordinator was given a release period for the fall term of the 2022-23 school year. We collected input and data from all stakeholders throughout our self-study to get a better picture of our programs from many perspectives:

Teachers: All teachers, across content areas, meet during Wednesday collaboration time (1 hour per week) to discuss student outcomes, data, current needs, and future planning. This is an ongoing practice. Teachers participated in the full self-study process meeting both in focus groups by area and also meeting in home groups. Teachers analyzed data from chapter 2 as well as evidence collected during the self-study process to determine areas of strengths and areas of growth.

Classified Staff: Classified staff meets quarterly with administration. During this time school-wide information is shared, and this includes WASC collaboration and findings. There is also time for staff feedback, questions, and concerns.

Students: Students have participated in several different surveys, providing their voice and input into our school and programs. These surveys include the SEL panorama survey and Student Success surveys. During the self-study process students/student work was observed as evidence of student learning. Student representatives serve on SSC, reviewing our school plan for student achievement (SPSA). The leadership class will present findings from our self-study to the entire school body through Eagle News.

Leadership Team: The leadership team meets monthly. During this time school business is discussed, school data is analyzed, and action steps are determined. From the Leadership Team meetings, information is brought back to the department level as needed. During the Self-Study process, the leadership team looked at data to determine the major preliminary student learner needs, reviewed and guided the Self-Study Process, analyzed the Self-Study Findings to determine if our major preliminary student learner needs needed to be changed, and collaborated on the next steps within our action plan.

Full Faculty: In addition to monthly Staff meetings, we collaborated as a whole staff during WASC self-study-specific meetings. We met as a full staff, in focus groups, and in home groups. These meetings focused on the 5 core WASC areas in alignment with our SPSA goals.

Parents/Guardians: The SPSA, the WASC goals, district LCAP, and the school wide-learning outcomes are discussed with parents through ongoing School Site Council, Coffee with the Counselors, and ELAC meetings, which occur at least 5 times per school year. Additionally, district parent/guardian surveys were conducted. We analyzed this parent survey data during our Leadership Team collaboration.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards

During our staff meetings, we analyze school-wide data as a way to clarify and measure students' progress toward school-wide learner outcomes and academic standards. From this data, needs have been identified. McNair determined that SEL and school connectedness, post-pandemic, is an urgent need. Leading up to the pandemic, teachers and administration from McNair visited other school sites to look at intervention programs. We piloted alternative schedules to determine what would work best for our school. Post-pandemic, looking at our altered need, administration put together a schedule that incorporated a student success period. Staff voted on incorporating this schedule and a team worked to develop a curriculum that meets the student needs, which were determined by SEL Panorama data. Additionally, in response, we expanded the before/after school program. McNair teachers are involved in curriculum pilots and adoption. Teachers have worked at the district level to make sure the curriculum is appropriately aligned with standards, and teachers work at the department level during CPT time to determine what students should know and be able to understand in each content area.

3. The analysis of the California Dashboard indicators and additional data about students and student

achievement

School Wide data is reviewed by administration on a yearly basis. Administration shares data during staff meetings to engage in discussion of our programs and progress toward student achievement. Additional student data such as classroom formative assessment data and summative assessments are analyzed at the department and curricular level during common planning time (CPT). We see that our data show a significant need for additional support. The support needed ranges from academic, SEL, School culture, and school engagement. There is a district-wide initiative to create a school-wide Multi-Tier System of Supports (MTSS) that meets the needs of our students here at McNair. While we have many components of support already implemented on our campus, the need to bring all of these supports together to create a cohesive system for our students is apparent and reflected in our preliminary student learner needs. Below in Chapter 2, you will find our school-wide data and the analysis of student achievement.

4. The assessment of the entire school program and its impact on learning for all students in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria

Meeting schedule and work completed	
May 12, 2022 SSC	Current SPSA approved. Review of school wide action plan and funding.
July 25, 2022 Staff Meeting	At our first staff meeting of the year the new WASC Self- Study Coordinator provided a brief introduction of WASC and the process we will be engaging in over this school year and reviewed our current action plan with the staff, highlighting our growth targets as well as the recommendations from the Mid-Cycle Visiting Committee from our Mid-Cycle visit.
July 28, 2022 Focus Group Introduction	We held our first focus group meeting. During this meeting the WASC Coordinator trained the Focus groups on the process and timeline of the work. Each group brainstormed progress we have made as a school since the last WASC visit and reviewed the indicators and criteria for their area.
August 10, 2022 Leadership Team/Focus Group Leader Training	A WASC Leadership Team meeting was held with Focus Group Leaders and the school leadership team to discuss roles and responsibilities, to review the WASC self-study process and timeline, and to review our current action plan.
August 10, 2022 Office Staff Meeting	We held an office staff meeting to review the WASC self-study process and timeline, and to review our current action plan.
August 11, 2022 Parent Presentation	Back to School Night presentation to parents including an introduction to the WASC self-study process and timeline.
August 16, 2022 Leadership Team Meeting	Focus Group Leaders and School Leadership Team met to determine our preliminary student learner needs based on school wide data from chapter 2 and feedback provided by staff and reviewed tasks for upcoming focus group meetings.
August 17, 2022 Focus Group Meeting	Focus groups reviewed the findings and supporting evidence that they collected since our last July 28th focus group meeting, reviewed their focus group’s section to identify any areas that may be missing and

	developed a plan to collect that information.
September 13, 2022 Leadership Team Meeting	The Leadership Team met to discuss plans for upcoming focus group meetings.
September 13, 2022 Home Group Meeting	During academic department meetings, home groups gathered whole-school and department specific information.
October 18, 2022 Leadership Team Meeting	The Leadership Team met to discuss plans for upcoming focus group meetings.
October 26, 2022 Focus Group Meeting	Focus groups continued to determine what information is still missing and add in any additional information that was gathered. Focus Groups began determining their areas of strength and areas of growth based on the information they have gathered.
November 2, 2022 Focus Group Meeting	Focus groups continued to determine their areas of strength and areas of growth based on the information they have gathered.
November 8, 2022 Leadership Team Meeting	Leadership Team members and Focus Group Leaders reviewed areas of growth to determine themes and if any changes needed to be made to the major preliminary student learner needs; then they determined “next steps” for our action plan.
November 29, 2022 WASC Leadership Meeting	Meeting to finalize the action plan based on the Leadership Team feedback.
December 7, 2022 Staff Meeting	Review Self-Study Findings and review next steps/Action Plan.
December 7, 2022 Office Staff Meeting	Review Self-Study Findings and review next steps/Action Plan.
December 15, 2022 SSC	Review Self-Study Findings and review next steps/Action Plan. Invitation to the WASC Reception.

5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school’s areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.

The schoolwide action plan along with the SPSA is updated and shared with staff and parents each year. During the process of writing the SPSA, the principal will seek input from staff regarding goals and actions and also ask for staff input when developing the budget for the use of Title 1 funds. The SPSA goals are monitored over the course of the school year. An annual review of each goal, including an accounting of the funds allocated, is required as part of SPSA. The SPSA is approved by the School Site Council and reviewed by district-level administration on an annual basis. The SPSA is also reviewed by the Board of Education each year and is directly linked to the district LCAP.

Ronald E. McNair HS Chapter 1: Progress Report

Significant developments:

Administration and Staff:

There has been a shift in our administrators. Mark Dawson, who had served as the principal since the 2017-2018 school year, has been promoted to Area Director in our district as of January 1, 2023. Nicole Vertar, who has served as the vice principal since the 2017-2018 school year, has now stepped in as our interim principal for the remainder of the school year. Our assistant principals are new. Dennis To has been in a high school setting for 22 years. He first taught high school business math and algebra at a comprehensive high school for 3 years, and then served as counselor/administrative designee for a continuation high school for five years. He served as continuation high school dean for 3 years, then served for two years as assistant principal at a comprehensive high school, before transitioning over to Lodi Unified School District as high school assistant principal for the last 9 years. He is now in his tenth year with LUSD, currently at McNair High School. Dr. Shari Lujan has been in education for over 30 years. Her experience spans across all grade levels, K-12, first as a secondary general education math and science teacher, and then as an elementary special education teacher running a blended RSP/SDC learning center. Then she ran an elementary SDC Mild/Mod class. Next, she was a secondary RSP teacher and an SDC Mod/Severe teacher. She moved up to the high school and went on to run an On Campus Intervention class, before eventually becoming an Assistant Principal at McNair High School. A third AP position is designated for McNair and has yet to be filled.

Staffing Crisis: With the start of the 2022-2023 school year, we are experiencing significant staffing challenges. Approximately 18% of our teaching positions (15 of 83) remain unfilled. Of the current teaching staff, almost 30% (20 of 68) are teaching unfilled sections during their planning period. Three class sections are being taught by teachers outside of their credential. Of these, two classes are being team-taught by four teachers on alternate weekdays. After running out of teachers, some class sections were collapsed, increasing overall class sizes. We anticipate collapsing further sections during the spring term of 2023. Additionally, substitutes are in short supply. The remaining pool of teachers who still have prep periods are often called upon to substitute during their prep period when teachers are out. Having exhausted all other resources, administrators and our librarian have had to substitute for absent teachers. In some of these cases, multiple class sections have been combined in one location. We are also experiencing a staffing shortage among our classified positions. We have three open office staff positions, our VP Secretary (Position in charge of Subs), Our Testing and Accounts Secretary, and our Registrar. We also have two open Paraeducator Positions as well as two open Custodial positions.

Leadership Team: The leadership team was expanded from our previous model to incorporate a broader range of input. The Leadership Team is composed of administration, the WASC leader, academically significant program facilitators, department chairs, and a guidance counselor.

Activities Director: The position of Activities Director/Student Government teacher was in flux prior to our most recent WASC progress report visit. However, Gigi Mandujan, who had served as our yearbook coordinator, has taken over the role of Activities Director and teacher of the Student Government class. She also has the role of PBIS coordinator. Ms. Mandujan has built and grown our activities program into the successful robust program that it is today. The program incorporates PBIS, school culture, and overall school connectedness.

Coffee with the Counselors: The McNair Counseling Department offers a monthly “*Coffee with the Counselors.*” Parents, family members, staff, and district personnel are invited to these monthly meetings. Coffee with the counselors was implemented to provide parents the tools they need to help them understand how the school system works in both California and locally at their child’s school, to help parents become partners in their children’s education by actively participating in school and district activities, to show parents

how important their voice and their commitment to education is to their children, and to establish a parent support team for other parents.

Campus Security: We have added an additional campus security position during the school day, which brings the number of security staff to five. We also have a new bell, telephone, and alarm system. We have a new See Something, Say Something App where students and parents can anonymously report any safety concerns they may have. Our sports events now require an ID, and no bags are permitted.

New Mobile App & Mass Communication System: Over the Winter Break of 2018-19, Lodi Unified School District rolled out a mobile app for better communication with parents and students. This app had been in development, but the importance became more noticeable when school was canceled district-wide for the two days of Thanksgiving week due to poor air quality from the Camp Fire. Many students and parents did not receive the phone message that school was canceled. The app became a pivotal tool used to communicate the ever-changing circumstances during the pandemic. In addition to the mobile application, Lodi Unified upgraded the Blackboard Connect mass communication system to allow school personnel to send information via text message and push information directly to the mobile application. This has provided the staff at McNair more methods to communicate with the school community.

New Programs:

Student Success/Flex Period: In the Fall of 2021, our faculty voted to implement a Student Success/Flex Period into our weekly site schedule. Each teacher has a grade-level specific group assigned to him/her that meets every Wednesday for 35 minutes. The plan is for each Student Success teacher to follow the same group of students through their graduation year. There was a ten-member team that volunteered to develop, write, and organize the curriculum for all grade levels. The team began meeting in July 2022. The initial focus of our Flex Period was based on the results of student surveys (e.g. SEL Panorama), and campus needs. Our goal is to improve school culture and an overall connection to our campus community, focus on personal and academic goals/success for students and implement a practical means of conducting surveys and other school business without interrupting instructional time.

Intervention for Credit Recovery During the School Day: At the beginning of the 2019-2020 school year, McNair High School implemented a program that gives students the opportunity to recover credits during the school day. This initiative is part of the School Plan for Student Achievement (SPSA), is being funded through the district, and was approved by the School Site Council (SSC). A fourth-period credit recovery class was created each quarter. The classes are taught by teachers who are credentialed in the subject and use APEX, an online learning platform, as the curriculum. We currently offer Math, Social Science, and English in Credit Recovery during the school day.

JROTC: As of August 2019, there were more than 80 students enrolled in the JROTC program, however, we have had a hard time building the program. We lost our experienced instructor before the 2019-2020 school year and have had a hard time finding a qualified instructor. There are currently 33 students in the program.

Computer Science CTE Pathway: During the 2019-2020 school year, McNair High School implemented a Computer Science Pathway as part of the district's initiatives and LCAP goals. These goals are to provide a broad course of study for all students and to increase the percentage of students who complete a four-year Career and Technical Education (CTE) pathway. Students were enrolled in the introductory course in the pathway. The second course was approved and offered beginning in the 2020-2021 school year. One of the long-term goals of the program will be to provide students with the opportunity to earn industry certification upon graduation. The pathway currently has an introductory course, Inventing Smart Objects, and a choice of concentrator courses: Web Animation or Make An App For That. We are currently in the process of developing a capstone class which will complete the pathway.

Curriculum/Course Developments:

English: Our English department has opened up two additional courses. We now offer Business Communications, as well as an Ethnic Literature class.

Science: Our Science courses piloted different NGSS-aligned curriculum. The district adopted a new

curriculum that is more relevant and computer-based. Science teachers have attended various and ongoing training related to the implementation of the NGSS standards.

Social Science: Our Social Science Department has worked over the past four years to align its curriculum to the new Social Science Framework. Social Science teachers have gone to training relating to updating curriculum and teaching strategies.

VAPA: At the time of our last full WASC visit, our VAPA Pathway was in the process of being approved and implemented. Our VAPA Pathway is a program that empowers students to reach their fullest artistic potential, provides support for students entering college-level arts programs, and prepares students for future careers in the arts. The program has grown to include approximately 30 students.

McNair’s process for implementing and monitoring the SPSA aligned with LCAP goals:

The Administrative Team, School Site Council, and Leadership Team provide guidance with respect to implementing and monitoring the SPSA. Yearly, Administration reviews school-wide data (e.g. disciplinary data, D/F rates, CAASPP data, etc.), which is used to update the SPSA. Each SPSA goal is directly in line with the district LCAP goals. The SPSA is shared during SSC and voted on, approving Title 1 expenditures. The SPSA is posted on McNair’s website for public access. Faculty meetings are used to review action items and to gather staff input/make progress toward the action item goals. In the spring of 2021, the staff reviewed the first Panorama SEL survey results. Based upon this, we modified one of the SPSA goals to fit the changing needs of our students. In the Fall of 2022 we began our self study process. The school-wide data was reviewed and our school profile was updated. This was then shared with the leadership team to determine preliminary major student learner needs. We then began our focus group/home group work to analyze each WASC area and to determine our areas of strength and growth.

The following is a Summary of progress on each section of the current schoolwide Action Plan that incorporated all schoolwide critical areas from the last full self-study and all intervening visits.

Probationary Progress report 2019 and Progress Report 2020	
Identified Schoolwide Critical Area of Need	Summary of Progress
Maintain the weekly collaboration time for PLCs.	During the spring of 2022, the staff at McNair voted to maintain weekly Common Planning Time. This is an MOU that is voted on annually.
Revise course benchmarks.	Course benchmarks in Math and English/Language Arts have been revised and/or revamped to align with the new curriculum. The Math and English/Language Arts departments have also worked to develop additional common assessments. Since the revision of the benchmarks, McNair has been selected to pilot the I-Ready assessments. McNair is not currently using the benchmarks but rather giving the I-Ready assessments in Math and ELA 4 times a year. At the beginning and end of Term 1, and then again at the beginning and end of Term 2. There currently are no course benchmarks for Science and Social Science classes, however, these departments use common assessments.
Continue to provide behavioral and academic interventions	The staff at McNair has worked and continues to work to provide behavioral and academic interventions that are targeted and timely. Those efforts are detailed in our full self-study. Highlights include both a district-wide and site-wide focus on developing a Multi-Tiered System of Supports (MTSS). During the professional development days held at the beginning of the 2022-23 SY, hosted by Lodi USD, the emphasis was on the importance of developing an MTSS on campus, which is based on student needs. McNair continues to develop PBIS on campus,

	<p>and this year we are implementing a Student Success period to address SEL and school culture. These supports and many others on campus work together to provide the behavioral and academic support that our students need. Building a robust MTSS is an ongoing focus for McNair.</p>
<p>In addition, the visiting committee has identified areas that need to be strengthened</p>	<p>Summary of Progress</p>
<p>The administration develop a strategy to guarantee open lines of communication to include all stakeholders, especially classified staff and students.</p>	<p>The administrative team at McNair High School has made communication a priority. Every Monday the principal sends an e-mail to all staff discussing the events for the week and highlighting key events that may affect the school, as well as highlighting accomplishments by different staff members. A calendar of upcoming meetings is posted in the faculty Google classroom. The faculty Google classroom also serves as a communication hub for important ongoing work, such as our Flex Period, student support forms, and WASC. The principal maintains an open-door policy and encourages the rest of the administrative staff to do the same.</p> <p>In an effort to address the communication issues between the administrative staff and the office staff, meetings are regularly scheduled. During the 2017-2018 school year there was an attempt to schedule monthly meetings. During the first half of the 2018-2019 school year the meetings had been scheduled quarterly. The 2019-2020, 2020-2021, 2021-2022 school years were complicated by the pandemic, but at the beginning of the 2022-2023 school year administration and classified staff agreed to meet quarterly. Prior to each meeting, an email is sent to the office staff requesting items for the meeting’s agenda. Members of the office staff are encouraged to bring any concerns to the administrative team, so that they may be addressed immediately.</p>
<p>The School Administration and Leadership Team annually update the school’s Profile Assessment Data to include: Performance on all standardized tests; A-G completion rates; CELDT assessment results; English Learner reclassification rates; end of course examinations/district benchmark assessment and writing assessments; results of the English and Math Inventory placement tests to include pre and post; report card analysis percentage of Ds and Fs.</p>	<p>The school profile has been updated annually to include most of the information listed. Data for I-Ready exams along with the percentage of Ds and Fs can be found in chapter 2 of this report. During the first half of the 2019-2020 school year, Lodi Unified School District’s Assessment, Research, and Evaluation (A.R.E.) department created a school profile that included discipline, enrollment, graduation, college and career readiness, and A-G data. The Leadership Team has not been involved in updating the data due to the pandemic followed by a staffing crisis. The Leadership Team recognizes the importance of updating and analyzing data yearly to determine progress toward student success. The Leadership Team has started a professional development series on data analysis called Measuring Student Learning Project with the intention of strengthening their ability to analyze data and bring that professional development to the department level as well. The intention is the knowledge gained from this professional development will also aid in the development and successful assessment of our MTSS program.</p>
<p>The PLC Leadership team should continue to advocate for once per week collaboration to make progress to further the PLC process by</p>	<p>While the rest of the school district does monthly PLC meetings, the staff at McNair has consistently voted to make our CPT a weekly meeting. With the exception of the 2010-2011 year, when McNair changed to match the district, McNair departments have had weekly PLC meetings. Staff members vote to</p>

Ronald E. McNair High School ACS WASC/CDE Self-Study Report

<p>ensuring all teams have identified essential standards/skills, developed state standards-based formative assessments, analyze data, and use that data to identify students in need of intervention.</p>	<p>keep this on a yearly basis, and every year the vote to keep it is well above the 80% threshold.</p> <p>Departments use this time to create common essentials, strategies, and assessments, as well as to analyze data. With the speed of a 4x4 schedule, monthly PLCs would only be able to meet twice per semester, and teachers would not be able to collaborate on the causes and course of intervention. The Leadership team is in the early stages of professional development in Measuring Student Learning Project. This professional development will be brought back to the department/curricular team level in an effort to help strengthen the quality of our weekly collaboration time.</p>
<p>The administration should establish a task force that includes parents, students and staff to investigate, implement and monitor strategies to increase parent participation and encourage parent voice in decision making opportunities.</p>	<p>A new administrative team took over following the 2017 self-study and subsequent visit and immediately made increasing parent participation and encouraging parent voice an area of focus. A survey was administered during the 2018-2019 school year that asked parents and guardians how they receive information and how they would like to receive information. A majority of the respondents (78%) indicated that they would like to receive information via automated phone message, 56% stated that they would like to receive messages via text and 45% indicated that they would like to receive messages via social media, while only 11% indicated that they would like newsletters mailed to their home. As a result, nearly all parent communication is done via phone, text, e-mail, and/or the district's mobile app. In addition to the increased efforts to improve communication, there have been efforts to bring parents to campus for various events including School Site Council Meetings, monthly Coffee with the Counselors meetings, and awards ceremonies. Also, McNair's Community Liaison Assistants have met with parents of students on their respective caseloads. The School Plan for Student Achievement (SPSA) also includes a goal for parent involvement along with funding to support the goal. Parent involvement continues to be an area of focus and is valued as an integral part of the learning environment.</p>
<p>The Administration and the PLC Leadership team ensure the increased use of instructional strategies in the classroom and with technology that require students to use skills in the Common Core Standards, including critical thinking, problem solving and collaboration.</p>	<p>Beginning in the 2019-2020 school year, all students at McNair were issued Chromebooks as part of the district's 1-1 Chromebook initiative. This has provided students with constant access to technology and has allowed teachers in all subject areas to develop technology-based assignments. Teachers will use weekly collaboration time to develop and refine assignments that require students to use critical thinking and problem-solving skills to address the Common Core State Standards.</p> <p>As detailed in our self-study, a wide variety of instructional strategies are used that promote critical thinking, problem-solving, and collaboration. Going digital as a result of the pandemic brought a whole new opportunity to dive into the use of technology within our classrooms. Even though our students have 1-1 chromebook access and much of our district's curriculum is now digital, teachers have found a balance in the use of technology in the classroom. Technology is not simply used as a viewing tool but is used to promote collaboration, produce products, and problem-solve. The SPSA includes goals in the areas of English/Language Arts and Mathematics to address this concern. Additional goals for Professional Development, Graduation Rates, and College and Career Readiness include actions that address this concern.</p>

Ronald E. McNair HS

Chapter 2: Student/Community Profile and Supporting Data and Findings

History and Background of Ronald E. McNair HS: Ronald E. McNair HS (McNair) serves 9th through 12th-grade students from Northern Stockton, California. Stockton is a large suburban community with a dynamic, multiethnic, and multicultural population of 446,000 people. McNair, which opened in August 2005, is one of the four comprehensive High Schools in Lodi Unified School District. The Lodi USD has an enrollment of 30,727 students from TK-12th grade.

Family and Community Trends:

According to the most recent data from the Bureau of Labor Statistics, the local unemployment statistics for the Stockton-Lodi area was 4.9% as of September 2022. These rates are higher than the national and state averages of 3.9%. According to the Department of Numbers, the median household income in 2020 in Stockton was \$80,681, an increase of 3% from the prior year; but still lower than the state median household income of \$84,907. According to the U.S. Census Bureau, the poverty rate in Stockton in 2020 was 16.8%, higher than the state poverty rate of 15.8%, which is the highest in the nation. According to city-data, the crime rate in Stockton is considerably higher than the national average; in 2019 the crime rate for Stockton was 12.7 per 1,000 residents, per City-data.com, which is 2.1 times greater than the U.S. average and higher than 97.3% of U.S. cities.

Parental and Community Involvement: McNair employs a variety of strategies to encourage parental and community involvement. Parents are involved with the School Site Council, Athletic and Music Boosters, Superintendent’s Advisory Committee, District Budget Advisory Committee, the site and District English Language Advisory Committees (ELAC and DELAC) and the Special Education Community Advisory Committee. Parents are also invited to several evening activities planned throughout the school year. These activities include: Back to School Night, Freshman Parent Orientation, Senior Awards Night, Open House, AVID Dessert Night, Choir, Orchestra, and Band Performances, Art Shows, and Talent Shows. McNair continues to offer a monthly Coffee with the Counselors in the school library. This gives parents another opportunity to communicate with other parents and staff (administrators, counselors, teachers), and adds to the contacts made through email, phone calls, Peachjar digital flyers, Blackboard Connect, and Aeries, the district’s data system for student records. McNair holds a “Cash for College Night,” where parents and students receive assistance completing the FAFSA/CADAA. In the spring, to ease the transition with the enrollment process to San Joaquin Delta College (SJDC), McNair partners with SJDC. The SJDC team comes to McNair to provide assistance to students with education planning (Enrollment, Orientation, and Counseling).

McNair High School also participates in “Every 15 Minutes,” a community-based program in conjunction with the California Highway Patrol that creates awareness about drunk driving and aims to reduce the number of alcohol-related incidents among youth. The program receives funding through donations from the local community and from the California Office of Traffic Safety. McNair also partners with the San Joaquin Child Abuse Prevention Council to provide referral services for students struggling with depression and/or anxiety. McNair partners with Lodi Career Connections as a way to provide work experience at local establishments in short-term paid positions. Lodi Career Connections partners with local businesses that are willing to employ students. McNair’s CTE and Health Academy students host quarterly blood drives/health fairs in partnership with the American Red Cross. These events are supported by McNair families and community members making McNair the highest donation site in the district.

Faculty/Staff Demographics: McNair consists of 80 teachers, 6 long-term Subs, four administrators, four counselors, one full-time and one part-time psychologist, 19 classified staff members, 25 Paraeducators, 9 custodial, 7 Food Services, and 16 others. The makeup of the McNair High staff is different from that of its student population. Currently, there are 39 female and 41 male teachers on staff. The majority of the teachers are Caucasian, making up 67% of the teacher population. In addition, 22% of the teachers are Latino, 7% are

Asian, 9% are Filipino, 4% are African-American, and 2% are American Indian. The average ‘years of service’ for teachers is 13 years.

School Purpose:

Ronald E. McNair High School’s Mission is: To ensure that ALL students learn. To embrace diversity and a commitment to create a respectful community that develops academic and interpersonal skills.

The Vision statement is for “McNair Eagles soar to excellence in learning, respect, and achievement. To empower our local and global communities.”

McNair High Schoolwide Learner Outcomes: EAGLES

Effective Communicators

Students will...

- Effectively read, write, interpret, and communicate ideas
- Demonstrate the use of academic language across curriculum disciplines
- Collaborate, work effectively, and manage interpersonal relationships

Academic Achievers

Students will...

- Complete rigorous college prep courses
- Demonstrate mastery in reading, writing, mathematics, science, and other disciplines
- Demonstrate skillful use of technology to maximize academic achievement

Goal Oriented

Students will...

- Set challenging and realistic goals
- Assess, evaluate and modify existing goals

Life Long Learners

Students will...

- Learn to make real-world connections to contact and understand that learning is a lifelong process

Empowered Information Processors

Students will...

- Know how to access and interpret information as well as integrate knowledge
- Engage in critical thinking skills by actively questioning and proposing solutions to fundamental problems

Socially Responsible Citizens

Students will...

- Be confident and take initiative in classroom, extra-curricular and community activities
- Demonstrate personal responsibility, positive citizenship, and respect for diversity

Our students' behavioral expectations are summed up in the acronym **SOAR**:

- **S**afe
- **O**rganized
- **A**ccountable
- **R**espectful

ACS WASC Accreditation History: McNair High School’s past WASC Accreditation History includes the 2006-07 initial WASC visit where the visiting team granted interim accreditation through June 30, 2010. In addition, McNair High had an original site visit from February 27-March 2, 2011, during which the school received a term of accreditation of six years. McNair also completed a mid-cycle visit on February 25, 2014. During the 2016-2017 school year, McNair High School completed a full self-study. The self-study and subsequent visit resulted in McNair being placed on probation. In February 2019, McNair had a probationary visit. The visiting team found that McNair High School had addressed, or was in the process of addressing, the areas of concern and removed McNair from probationary status. McNair went back into the six-year accreditation cycle with a mid-term visit scheduled for the winter of 2020. McNair is scheduled for the next full

self-study visit to take place February 26th-March 1st.

LCAP Identified Needs and Description of Goals: Parents, students, community members, and employees of Lodi Unified School District worked collaboratively to provide input in the Local Control Accountability Plan (LCAP). The three-year plan was composed using feedback from stakeholders through district meetings, forums, committees, and via the district website. A detailed summary of the Lodi USD LCAP can be found [here](#).

LODI USD 2022-2023 LCAP Goals:

1. LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, as well as provide enrichment opportunities to prepare students to be college and career ready.
 - a. The actions within this goal are designed to provide high-quality instruction to improve student outcomes. We will monitor and evaluate the actions by collecting and reviewing specific data, including credentialing, access to core, facilities maintenance, English learner progress monitoring data, college and career metrics, broad course of study data, and other pupil outcomes. In addition, we will solicit educational partner feedback throughout the year that will provide evidence of the impact of the actions on improving student outcomes. Current input received from educational partners through the LCAP Development Process indicates a desire to continue maximizing access to academic core for all students, provide enrichment opportunities, Career Technical Education, and prepare students to be college and career ready.
2. All students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready.
 - a. The actions within this goal are designed to improve student outcomes for targeted students and prepare students to be college and career ready. We will monitor and evaluate the actions by collecting and reviewing specific data, including statewide assessments, college preparedness data, and other pupil outcomes. In addition, we will solicit educational partner feedback throughout the year that will provide evidence of the impact of the actions on improving student outcomes. Current input received from stakeholders through the LCAP development process indicates a desire to increase student proficiency in literacy, mathematics, and technology to prepare students to be college and career ready. We will address the identified needs through actions that support and improve student learning and will measure progress toward our goal using the metrics identified below.
3. LUSD schools will be positive and supportive learning environments that provide the maximum number of opportunities for each student to succeed.
 - a. The actions within this goal are designed to provide positive and supportive learning environments to help each student attain success. We will monitor and evaluate the actions by collecting and reviewing specific data, including attendance data, dropout rates, graduation rates, discipline data, parent participation data, and various survey data, among other student outcome data. In addition, we will solicit educational partner feedback throughout the year that will provide evidence of the impact of the actions on improving student outcomes. Current input received from educational partners through the LCAP development process indicates a desire to ensure we provide positive and supportive learning environments to ensure student success.
4. The educational outcomes of students with disabilities and homeless students will mirror that of the general student population.
 - a. The metrics and actions identified below represent increases in resource allocation and support for both students with disabilities and homeless students. For students with disabilities, we have established diploma pathways to provide more opportunities for students with disabilities to obtain a diploma. In order to address the suspension rate for students with disabilities, we have also provided new staffing supports to implement interventions to ensure students have the supports they need to remain in school. Supports and resources have also been provided for our homeless students. We have added additional

intervention staffing who will be providing direct services to our homeless students. Our staff will also be coordinating with site-based intervention teachers to provide ongoing academic supports to our homeless students. The additional academic interventions will improve student outcomes in English language arts and math. Our homeless students will also have access to the additional behavioral staffing in order to reduce their suspension rate and ensure they have the interventions and supports they need to remain in school. Lastly, to address chronic absenteeism for our homeless students, our support staff is working to remove all barriers preventing students from attending school. We are providing supports in the following areas: a) transportation, b) clothing needs, c) laundry supports, d) food and basic needs, e) behavioral supports, f) socio-emotional learning supports, and g) support staff to check in with students and/or families. We feel providing these additional resources will remove barriers preventing students from attending school and will help us reduce our chronic absenteeism rate for our homeless students.

School Program Data: Students at McNair are enrolled in courses that prepare them for college and career readiness. McNair operates on a 4 x 4 block schedule, providing students with the opportunity to take up to 32 courses during their four years of high school.

Programs offered college and career readiness:

AVID: Available for grades 9-12. During the 2022-23 school year, 151 students were enrolled in the AVID program. Students enrolled in AVID learn academic skills that facilitate success in all classes and benefit from exposure to college campuses.

HCA: Available for grades 10-12. During the 2022-23 school year, 116 students were enrolled in HCA. The Health Careers Academy is a California Partnership Academy. It is a three-year Career Technical Education (CTE) Academy with an industry focus on Patient Care. The program is designed to prepare and motivate students for a future career in the health field.

CTE pathways: Available for grades 10-12. During the 2022-23 school year, 107 students were enrolled in CTE courses; this number includes courses offered on campus and also off campus through Lincoln Technical Academy. We currently offer 3 CTE pathways (Computer Science, Health Occupations, and Culinary Arts) on our campus with other CTE classes available through the Lincoln Technical Academy (32 CTE pathways available).

VAPA pathways is a program that empowers students to reach their fullest artistic potential, provides support for students entering college-level arts programs, and prepares students for future careers in the arts. The program has grown to include approximately 30 students.

AP courses: Available for grades 9-12. 19 different courses are offered across 24 class sections and serve approximately 131 students in Term 1 and 182 students in Term 2.

Student success: all students, all grades, participation is automatic.

Dual enrollment program: The district offers Dual enrollment courses for all students to participate in. There are currently 6 offerings and we have 4 students enrolled. During the 2020 school year, we offered a Dual enrollment course on campus, but we have not been able to offer another since, due to a lack of student interest.

APEX (credit recovery): McNair currently offers Math, Social Studies, and English as credit recovery options during the school day.

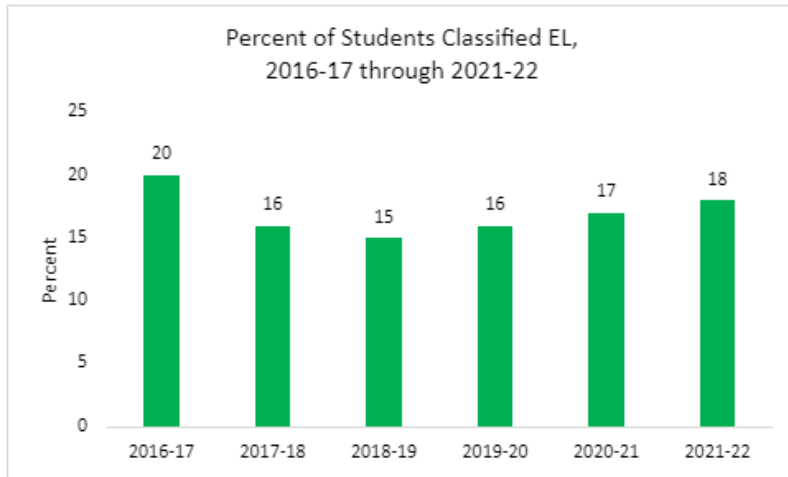
Support Programs: McNair offers a variety of support programs. These programs are funded by Title 1 funds and are included in the SPSA and aligned with the district's LCAP.

EL Program: McNair has approximately 305 English Language Learners. That is 17.69 percent of our student population which places them in Tier 2 of the MTSS. These students, upon entry to McNair, are tested in English for their reading level (Lexile Score) and Math for correct placement. The Lexile score is a key factor in being reclassified as Fluent English Proficient (RFEP). They also utilize these interventions for success:

- Testing upon entrance for Lexile and correct placement
- Placed in a support class for language translation/para educator
- English Language Proficiency Assessments for California (ELPAC) taken once per year
- Two times/year reviewed by teachers and meet with a counselor for (Non)Satisfactorily meeting all

monitoring criteria

- English Language Advisory Committee (ELAC)- parent meeting held every quarter
- Small celebration when redesignated as a Fluent English Learner



- Reading Inventory, as Lexile is one of the three criteria for being reclassified as Fluent English Proficient. In the spring, teachers conference with English Learners in preparation for the summative ELPAC test, going over previous scores and individual students’ progress toward redesignation.

- Four bilingual para-educators for Spanish, Urdu/Punjabi/Hinko/Pashto, Khmer (Cambodian), and Hmong support beginning-level English Learners in their general education classes.

- Teachers employ curriculum for our English learners using StudySync ELD, as well as supplemental materials, such as the Newcomer’s handbook. They also use the Read 180 program for support in reading instruction.

Migrant Ed: The Migrant Education Program provides migrant children with educational opportunities, supplemental guidance, supplemental instruction, and social services. Migrant students are district students before they are migrant students. Therefore, these students benefit from what the district offers all students, such as after-school tutoring, extracurricular activities, etc. Our campus has 29 migrant students. 27 of them migrate down south every winter and return in the spring. Migrant Education pays for a bus after school, so students can benefit from after-school tutoring, since 27 of these students reside at The Harney Lane Camp, 13 miles away from campus.

Title I: McNair High School is a Title I school. We serve approximately 79% low income/socio-economically disadvantaged students. Since all meals are currently free for all students and are not tied to the LCFF form, we have approximately 465 students who have not completed the LCFF form, so 79% is likely higher.

Foster Youth: We currently have 27 students designated as Foster Youth and 21 as designated homeless. We have a Foster/Homeless Youth Liaison, who works to identify students and provide additional resources available through the district.

Programs at McNair that have been implemented to address poor academic achievement include: Seminar 101, which addresses Freshman achievement specifically. Freshmen not enrolled in Seminar 101 are enrolled in AVID or are designated as Special Ed. We have an upperclassmen Mentor program in both our Link Crew classes and our Conflict Mediation Class. Link Crew mentors speak with freshmen students for about five to twenty minutes and meet with individual freshman students continuously, until a change in behavior is achieved. To address sophomore performance, McNair student leaders who are enrolled in the Conflict Mediation course meet with struggling sophomore students. This year, McNair has also implemented a Student Success Course to build relationships and provide SEL support for all of our students. These programs are available to all students, including our EL students, those designated as Low income/socioeconomically disadvantaged, and foster/homeless students.

Special Education Program: The Special Education Department has specialized programs to offer a full continuum of services including a Resource Specialist Program that is aligned with and supports the general education Diploma program. The Special Day Class Essentials Program utilizes state diploma standards. The Life Skills Pathway results in a High School Certificate and/or a diploma. The SDC Mild Moderate Program-Program can lead to a certificate of completion. McNair currently serves 324 students in our Special Education program.

School wide Learner Outcomes/Graduation Profile: Looking at the data, McNair is working to regain momentum toward progress on our SLOs and graduation profile. In our SEL Panorama survey, students are asked how much students believe they can succeed in achieving academic outcomes (Self-Efficacy Perception). Only 38% of our students responded favorably. Questions included: How confident are you that you can complete all the work that is assigned in your classes? (55% favorable) and How confident are you that you can do the hardest work that is assigned in your classes? (34% favorable). Students' perception of progressing toward our SLOs is currently low. Looking at our graduation data we have also seen a decrease and have not recovered since the pandemic. We went from an 87.9% graduation rate in 2018-2019 to now a graduation rate of 84.7%, which echoes a decrease in the achievement of our SLOs.

Demographic Data:

Socioeconomic Status:

Approximately 79% of our students are low-income/socioeconomically disadvantaged.

Student Enrollment:

McNair High School has an approximate enrollment of 1,846. Of which, approximately 916 are female, 930 are male and 0 are Non-Binary. The grade distribution is as follows: 9th Grade 432, 10th Grade 477, 11th Grade 465, and 12th Grade 472.

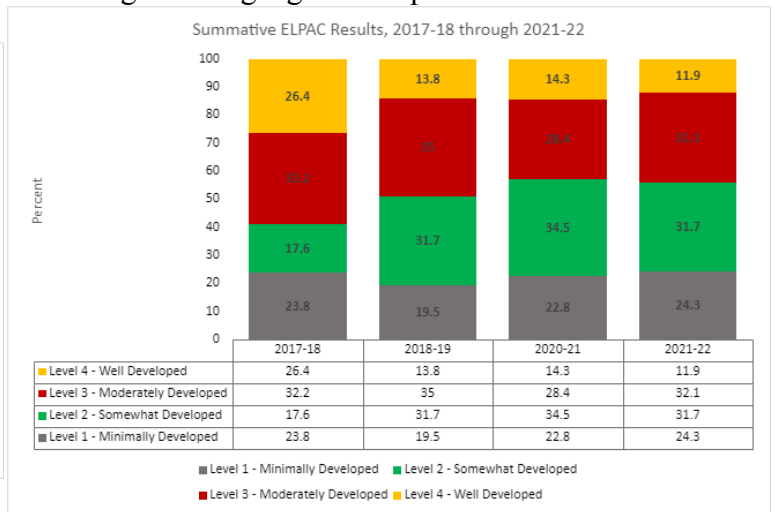
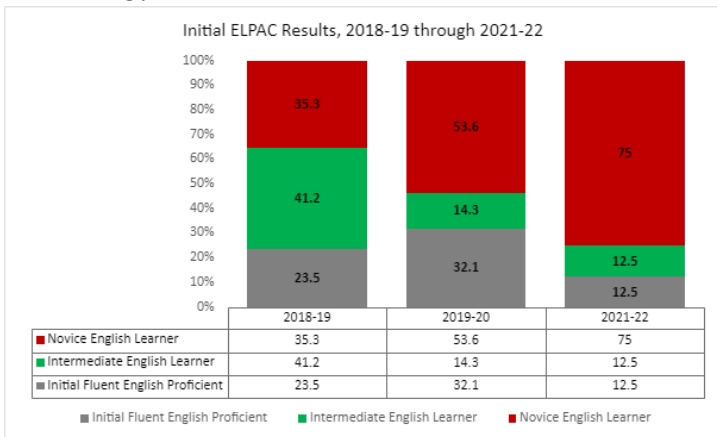
McNair serves a diverse population of students. Our enrollment by ethnicity is 6 American Indian or Alaska Native, 718 Asian, 201 Black or African American, 86 Filipino, 665 Hispanic or Latino, 19 Native Hawaiian or Pacific Islander, 30 reported as None, 33 Two or More Races, and 88 White. Languages represented on our campus include but are not limited to Hmong, Khmer (Cambodian), Spanish, Urdu, and Vietnamese. McNair currently serves approximately 29 Migrant Students, 27 Foster Youth, 21 Homeless Students, and 324 Students with Disabilities. There are 151 AVID students, 138 GATE students, and 131 students in Term 1 and 182 students in term 2 in AP/Honors courses.

A multi-year comparison of our enrollment numbers can be found [here](#).

Language Proficiency Numbers:

There are currently 305 English Learners at McNair High School. We have approximately 655 students designated as Fluent-English Proficient and 18 Redesignated FEP.

ELPAC: Below you can see where our students fall in their English Language development as scored on the ELPAC.



Data Addressing the Eight State LCFF Priorities:

1. Basics (Teachers, Instructional Materials, Facilities)

Teachers: According to our LodiUSD Board Policy 4112.2: “The Superintendent or designee shall ensure that persons employed in positions requiring certification qualifications have the appropriate credential or permit authorizing their employment in such positions.” However, we are currently experiencing a staffing crisis and per district directions, some of our courses are currently being taught by long-term subs and credentialed teachers outside their credential area.

Additional qualifications of staff include:

We have five teachers, and three class sections being taught by teachers outside of their credentials. Of these, two classes are being team-taught by four teachers on alternate weekdays. We have 15% of our Teachers in an intern program. 30% of our teachers hold advanced degrees. None of our teachers are National Board Certified.

Professional Development: All of our teachers participate in professional development the week before school starts each year, in a district-hosted Learn Together Teach Together conference. The focus changes each year. This year, there is a focus on MTSS, PBIS, and ELL training, along with content and curriculum-specific professional development. In addition to the district-lead PD, most of our staff have participated in some other form of professional development. These range from additional PDs hosted throughout the year by the district to PDs outside the district. The content of these PDs includes a variety of different topics. We see that 21% participated in standards/framework PDs, 58% participated in technology-based training (ie, Peardeck, Naviance, I-ready, etc), 57% participated in content-area training, 45% in instructional strategies, and 58% in departmental training.

Instructional Materials: According to Board Policy 6141 “The Board of Education shall adopt a research-based, sequential curriculum which promotes high levels of student achievement and emphasizes the development of basic skills, problem solving, and decision making.” Instructional materials are purchased through the district. Each course has a curriculum that is standards-aligned. The process to choose which curriculum is purchased includes a curriculum committee that scouts potential curriculum. That curriculum is then piloted by teachers in the district. Once teachers have given their input on the piloted curriculum, the curriculum committee votes on which to adopt. The recommendation is then shared with the community to receive community feedback and then is brought to the Board of education to approve the adoption.

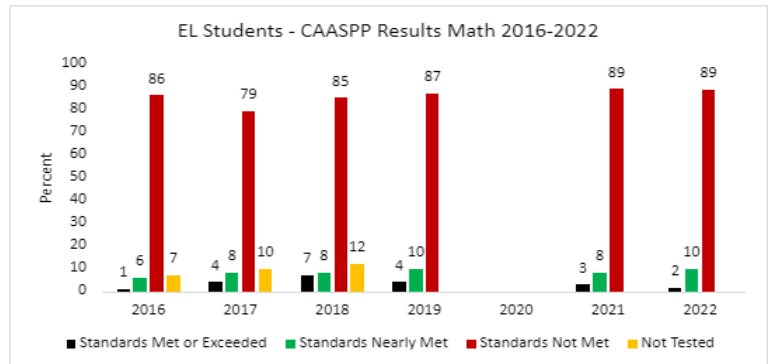
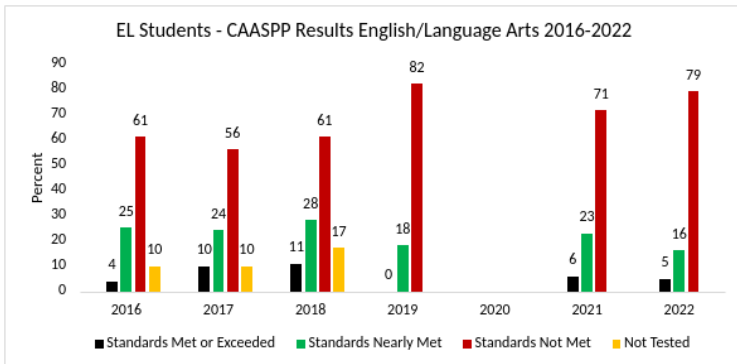
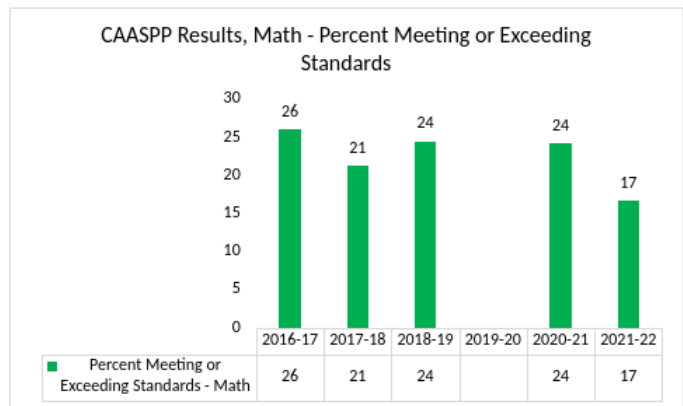
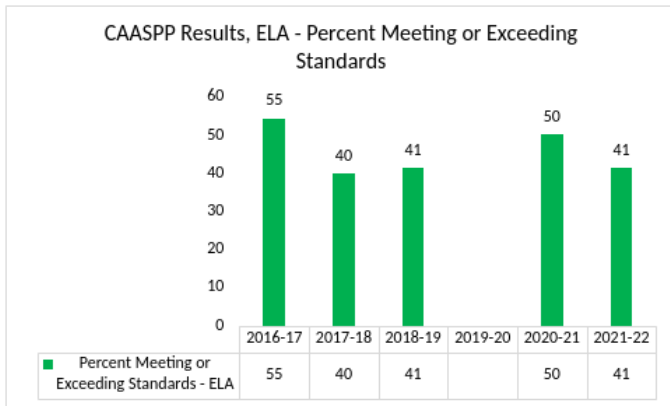
School Facilities: A scheduled maintenance program is administered by Lodi Unified School District to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Science rooms meet UC a-g course requirements for laboratory time.

2. **Implementation of Academic Standards:** The District has a Curriculum Council that coordinates the adoption of standard-aligned curriculum. There are curriculum committees put in place by content area and pilot teachers to assess the curriculum. Many McNair teachers have participated in piloting the curriculum for each adoption. The district holds professional developments on curriculum implementation and provides district-level coaches to continue to monitor and provide PD on implementation. Throughout our curricular areas, we offer a variety of courses that meet all of our students’ needs. Course offerings are aligned with current educational research and academic standards in order to meet/exceed graduation requirements. Many of McNair’s courses also provide opportunities to engage in college and career readiness standards.
3. **Parent Engagement:** McNair High School recognizes and understands the important roles families and community members have in the learning process. We have implemented several strategies to increase parent involvement and participation in school level decision-making. McNair Counselors hold a monthly Coffee with the Counselors meeting. Parents are encouraged to attend the Incoming 9th Grade Parent

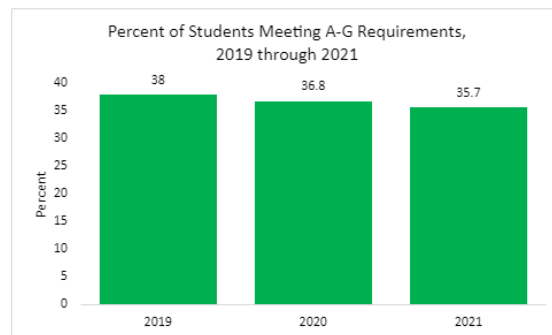
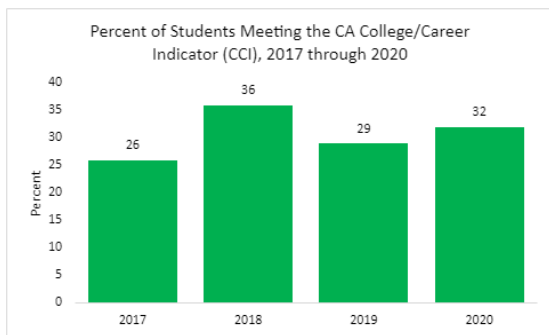
Night, Freshman Orientation, Back to School Night, VAPA Performances, Health Occupations Blood drive, AVID Nights, and Financial Aid workshops. We ask parents to participate in the English Language Advisory Committee meetings, SSC, and the Athletic BOOSTERS. There are many ways for parents to participate and partner in their child's academics, through IEP meetings (as appropriate), Aeries Parent Portal, and Google Classroom reports. There are many methods of school-wide communication, including The McNair Website, Blackboard Mass Communication, and PeachJar digital Fliers.

4. Performance on standardized tests

CAASPP Results: Included are CAASPP results in Math and ELA We had a participation rate of 95%. Below you will see the Disaggregated data of our EL Students. We see that only 17% of our students are meeting or Exceeding standards and only 41% in ELA. Those numbers are much lower in our EL students with 2% in Math and 5% in ELA.



College and Career Indicators: We are currently seeing a decrease in students who are meeting the CCIs. In 2018 we had 36% College and career ready to 32% in 2020. Additionally looking at our A-G rates we have seen a decrease.

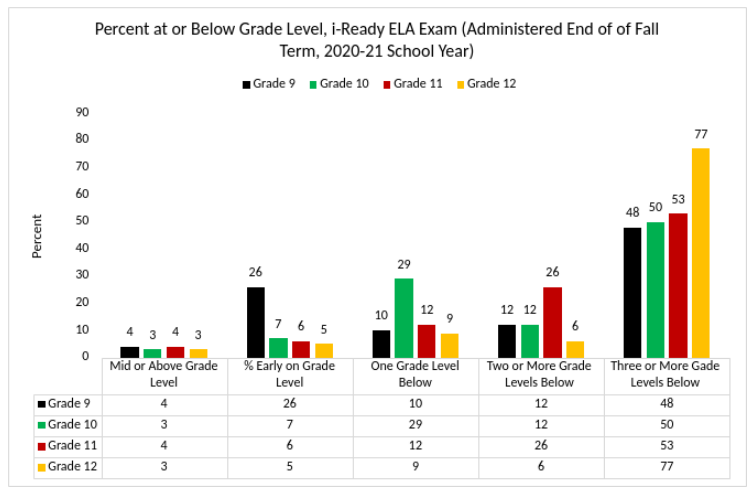
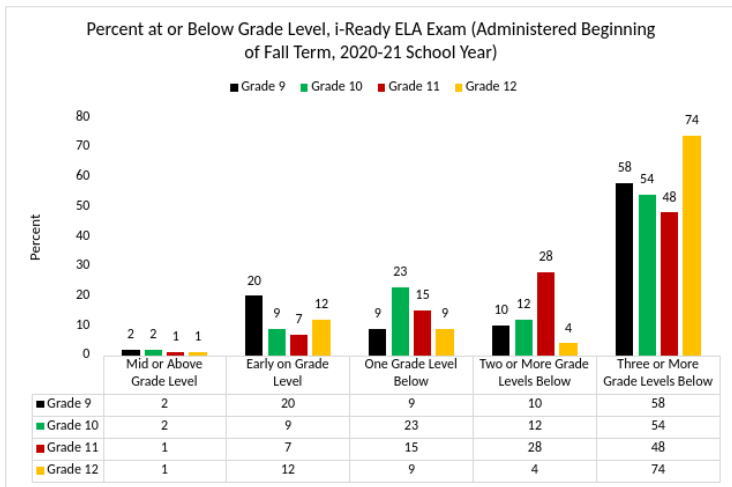
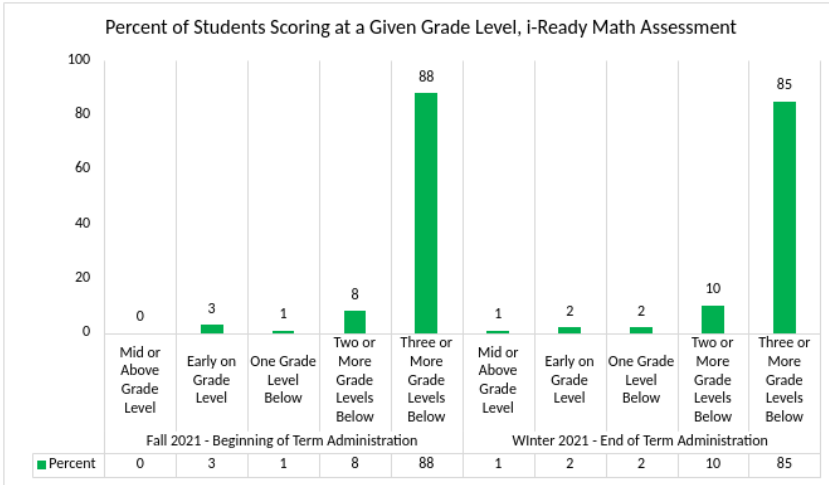


Advanced Placement: We have a total of 230 students enrolled in AP courses, 128 female and 102 male. There are 22 in 9th grade, 31 in 10th grade, 87 in 11th grade, and 90 in 12th grade. The ethnic breakdown is 60% Asian, 10% Filipino, 3% African American, 9% White, and 20% declined to state. In the 2019-2020 school year, 118 students took a total of 221 tests. 55.6% of them passed. In the 2020-2021 school year, 67 students took a total of 113 tests. 33.5% of them passed. In the 2021-2022 school year, 56 students took tests and 117

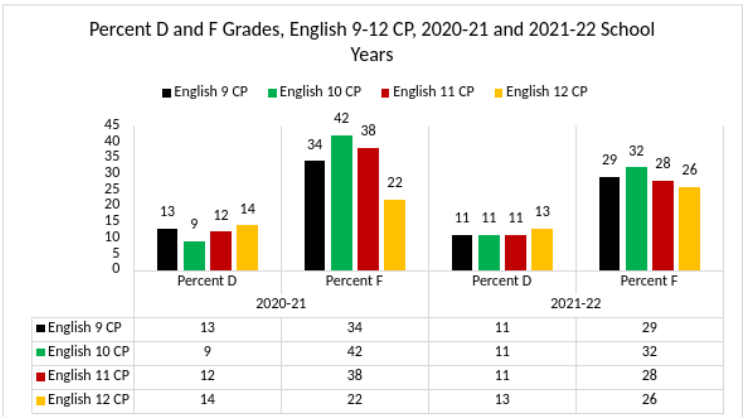
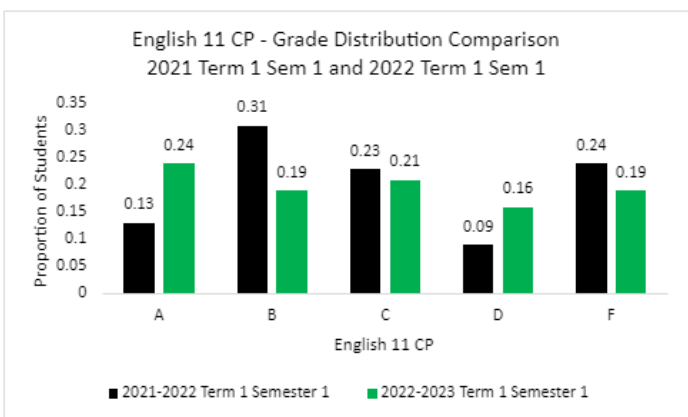
total exams. Of that, 46.1% of the students passed. Our Interim Principal, Mrs. Vertar maintains the AP Course Approval/Audit.

I-Ready: In previous years, our school participated in district Benchmark Assessments. Those results can be seen [here](#). However, we are currently piloting the I-Ready Assessments for Math and ELA. We currently have the initial I-Ready Data. The I-Ready experts have cautioned us that the initial results are a baseline and that results over the next couple of terms will start to be more representative of student achievement. The initial data

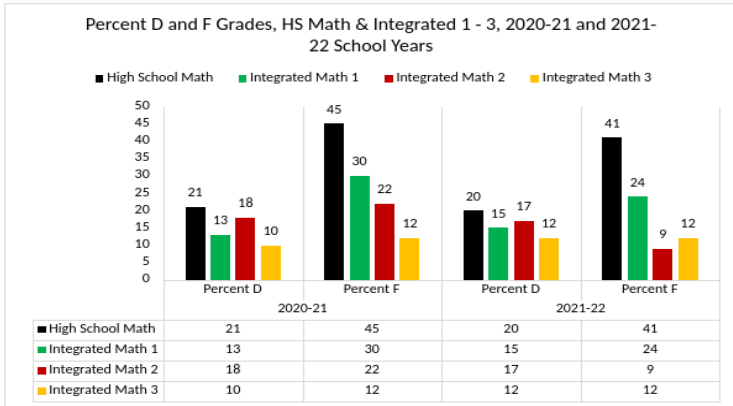
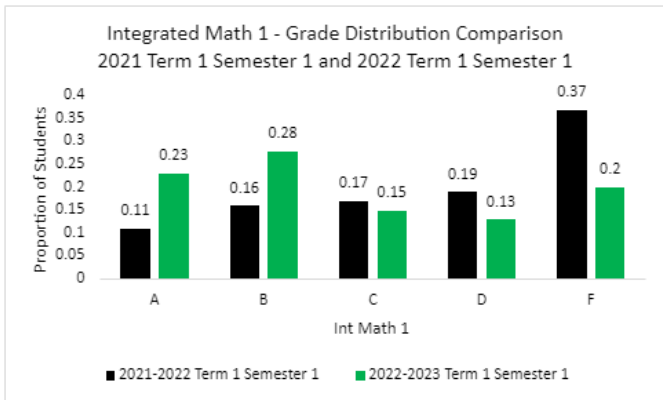
is alarming at best. As we have a larger data set we will have the bases to start analyzing students' achievements. To the left you will see our initial math results. The left part of the graph shows at the beginning of the course 88% of our students are three or more grade levels below, with the right side at the end of the course showing a slight improvement of 85% are three or more grade levels below. Below you will also see our ELA results by grade. This left graph shows the results from the I-Ready assessment given at the beginning of the term. The right graph shows the I-Ready assessment given at the end of the term, with similarly alarming results.



D/F rates: The next set of data looks at the grade distribution from last year to this year in English and Math, as well as the D/F rates in those subjects as well.

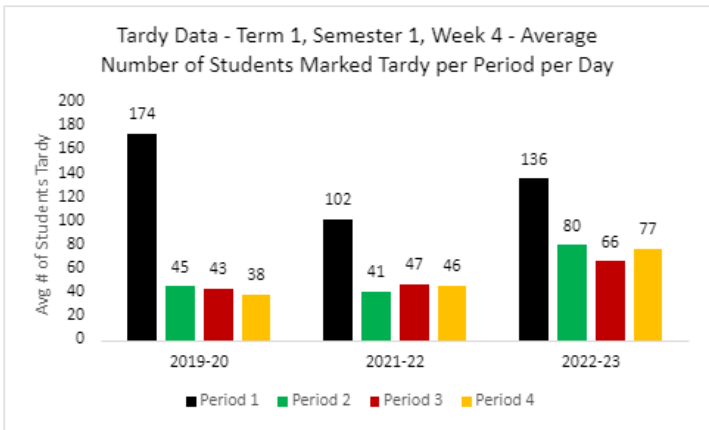


As the school looked at this data, we saw a small overall decrease in the amount of Fs. One idea is that there may be a correlation between the start of our Student Success classes. During this time there has been an emphasis on goal setting for grades and grade reflections, with action plans for improvement. Staff is aware that it will take time and more data to see if the correlation continues. We saw the same small decrease in the D/Fs in our overall math grades as well. We will continue to pull grade data to look at as a metric for our Student Success Classes.

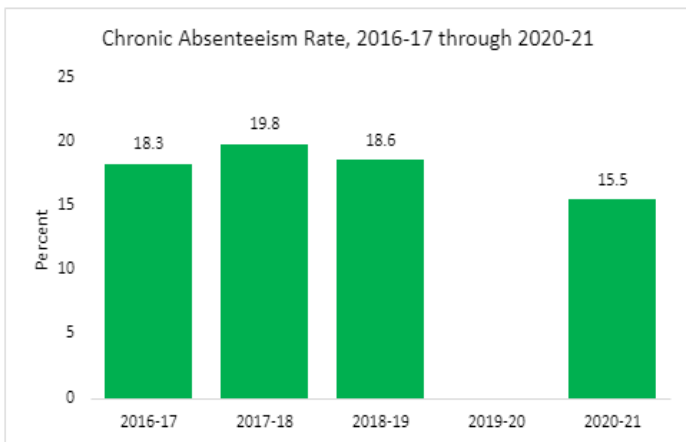
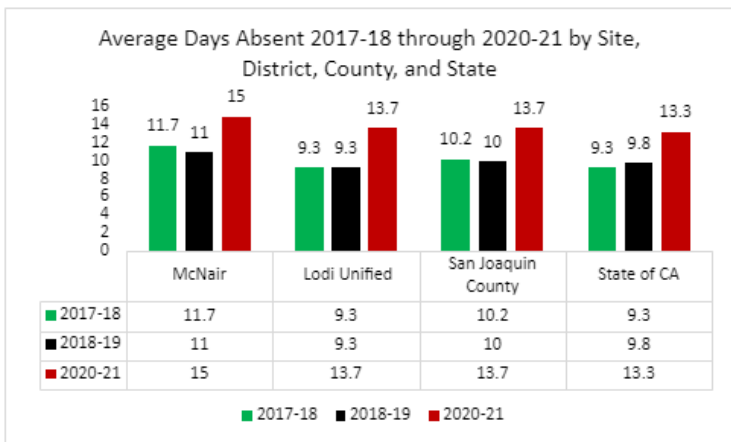


5. Pupil Engagement

In looking at pupil engagement we see attendance as a key indicator. Our average daily attendance is 91%, with the Average Days Absent at 15 days. This is higher comparatively than the district, county, and state, as seen below. On average, we have 136 students tardy to 1st period, 80 tardy to 2nd period, 66 tardy to 3rd period, and 77 tardy to 4th period. We recognize that our tardy policy is not decreasing the tardies. Students out of class are a concern. There is a plan in place to bring all stakeholders together, to have discussions on action steps to address this issue and create collective agreements on processes related to students being out of class (ie, tardies, bathroom breaks, etc).

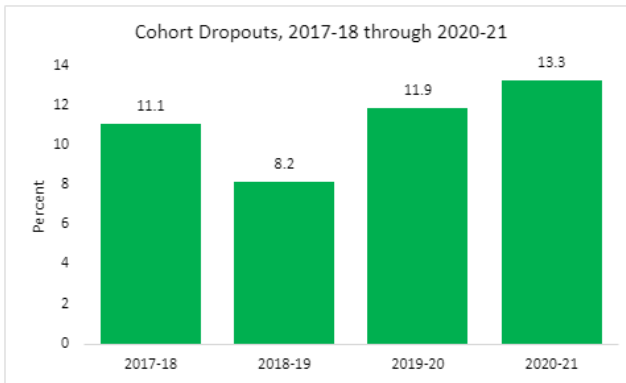
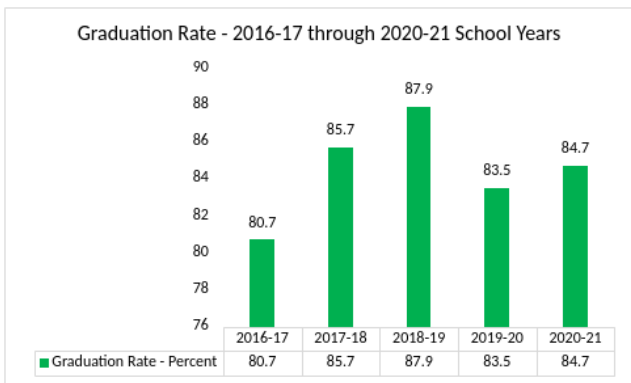


We have a 15.5% rate of Chronic Absenteeism.



Other factors looking at Pupil engagement include our graduation rate and dropout rate. Post-pandemic we have seen a drastic decline in our graduation rate. We have still not recovered to our pre-pandemic rate, and this

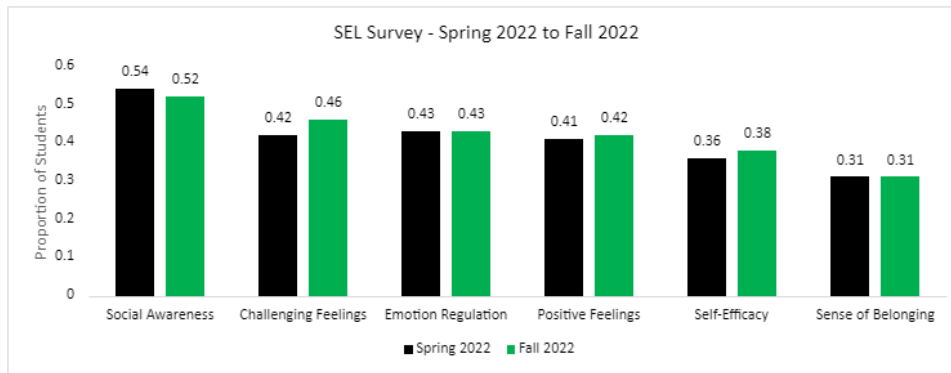
number is a metric that we use to develop the curriculum for our Student Success Class. Our graduation rate is currently at 84.7%. We also can see our dropout rate at 13.3%.



6. School Climate

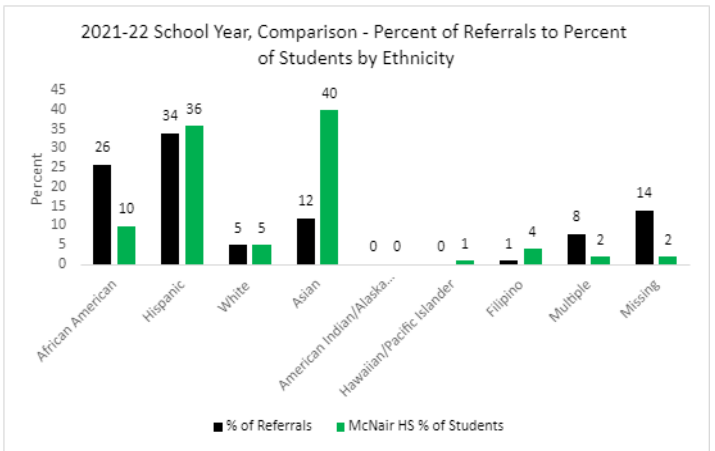
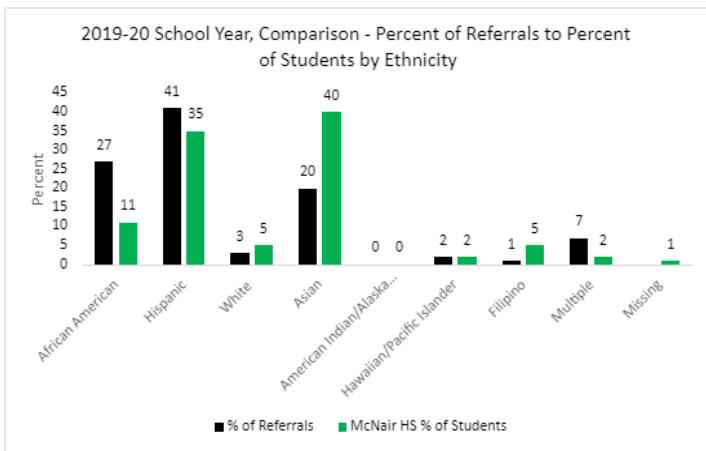
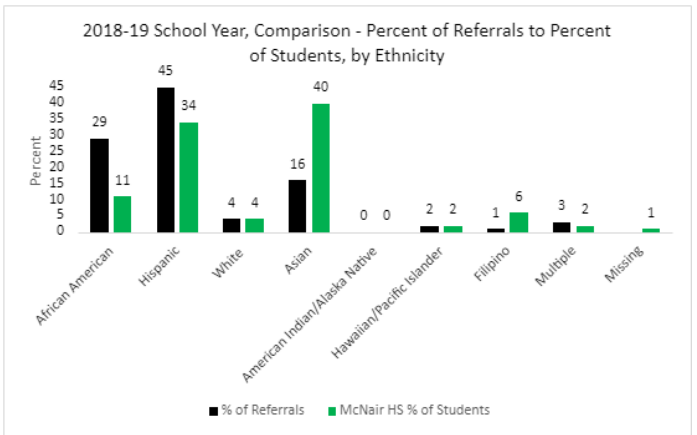
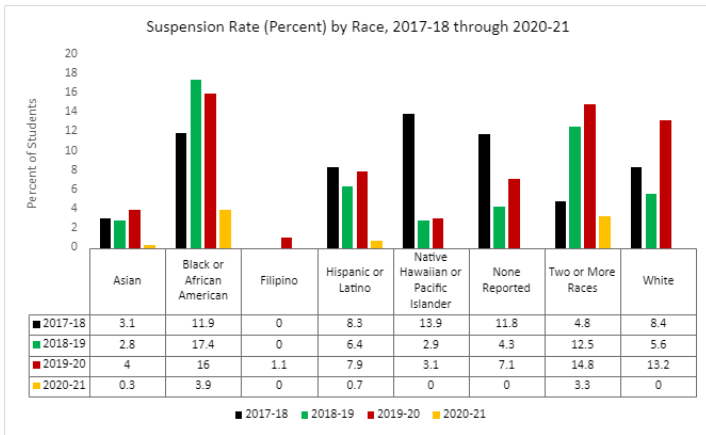
The primary survey used to gauge school climate is our SEL panorama survey. This year the survey is given during our Student Success period. The SEL panorama survey covers 6 different areas:

1. Social Awareness-How well students consider the perspectives of others and empathize with them.
2. Challenging Feelings-How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.
3. Emotion Regulation-How well students regulate their emotions.
4. Positive Feelings-How frequently students feel positive emotions.
5. Self-Efficacy-How much students believe they can succeed in achieving academic outcomes.
6. Sense of Belonging-How much students feel that they are valued members of the school community.



In reviewing the SEL panorama data, we recognize the need to work on our school climate. As a staff, we had conversations on ways we can work to improve our school climate and their perception of themselves, the school, and their connectedness and ability to succeed. At the beginning of the 2022-23 school year, we implemented a Flex Period or Student Success Class. The primary goal at the beginning is to work on SEL, specifically our students' sense of belonging and connectedness. Only 31% of our students feel a sense of belonging. It is also important to note that only 38% of our students believe they can succeed in achieving academic outcomes. Our goal for the Student Success period is to expand to incorporate academic intervention, as well as the SEL and school connectedness components.

Suspension rates, referral rates, and expulsion numbers are also a window into our school climate. We have seen an increase in expulsions. In 2018-19 we had 11 expulsions, in 2019-20 we had 4 expulsions, in 2020-21 we had 0 expulsions, and in 2021-22 we had 26 expulsions. Our suspension and referral rates are seen below. As a staff, we acknowledge a disparity in the race percentages vs. the referral/suspension rate. This is a district-wide occurrence and there is currently a plan in place for Lodi USD to develop a Comprehensive Coordinated Early Intervening Services Plan (CCEIS) that addresses the District's inequitable distribution of discipline.



7. Access to a Broad Course of Study

Our College and Career Indicators above show the overall rates of students meeting readiness indicators. Expanding further and analyzing access to a broad course of study we look at disaggregated data.

Students meeting A-G requirements by race are Asian 49% (39% of the population), Hispanic 30% (35% of the population), Black 18% (11% of the population), Filipino 54% (6% of the population), and White 14% (4% of the population). The overall percentage of students meeting A-G requirements is 36% down from 37% in 2020 and 38% in 2019. Currently our Interim Principal, Nicole Vertar, is responsible for maintaining course approval.

The percentage of students taking AP courses by race are: Asian 13% (39% of population), Hispanic 5% (35% of population), Black 3% (11% of population), Filipino 2% (6% of population), and White 5% (4% of population). The overall percentage of students taking AP courses is 9%. Of our Low-income students, 37% are meeting College and Career readiness indicators (78% of the population).

8. Other Pupil Outcomes

The priority areas are included in our school budget/SPSA, which can be found [here](#).

Perception Data: As described above, student perception data is low and a high priority for growth through the work of our Student Success class. In our 2021-22 Parent Climate Survey, 69.77% of parents are satisfied with the educational programs offered, 67.44% agree that their child is asked to apply concepts to real-life situations, 65.11% agree that the school provides enrichment opportunities, and 58.14 agree that the school provides special help and intervention. Related to school climate/connectedness, 58.13% of parents agree that discipline is fair, 69.77% agree that school policies and procedures are clear and well-communicated, and 62.79% agree that they are asked for input about important decisions. Perceptions on communication and interactions with staff are that 76.75% of parents agree that administrators and staff are responsive and 65.11% agree that their child’s teacher effectively communicates with them about their child’s educational progress. Parent Climate Survey data can be viewed [here](#).

Summary of Profile:

- What are the implications of the data with respect to student performance?

We see that our data show a significant need for additional support. The support needed ranges from academic, SEL, school culture, and school engagement. There is a district-wide initiative to create a school-wide Multi-Tier System of Supports (MTSS) that meets the needs of our students here at McNair. While we have many components of support already implemented on our campus, the need to bring all of these supports together to create a cohesive system for our students is apparent and reflected in our preliminary student learner needs.

- Four major preliminary student learner needs based on data:

1. Develop a Student Success Curriculum that focuses on data-determined student needs (SEL, PBIS, Academic Intervention), develop a set of systematic interventions to meet student needs (MTSS), and develop a process to review data as a way to determine the success of our Student Success Program.
2. Continue to improve communication with all stakeholders to further develop parental and community partnerships.
3. Continue to engage in professional development to strengthen curriculum use, instructional strategies, assessments/feedback, and technology integration.
4. Continue to build PBIS with a focus on decreasing the time students are out of class (tardies and out of class without a pass).

- List important questions that have been raised by the analysis of student performance, demographics, and perception data:

1. What can be done to address the staffing crisis?
2. What Academic Interventions are needed to address the percentage of students who are below grade level in both ELA and Math?
3. What additional academic support is needed to help our EL students progress in English proficiency?
4. What additional Professional Development is needed for teachers to effectively use standard aligned curriculum and to analyze student success results?
5. What additional strategies could be used to communicate student success and increase parental involvement?
6. What additional strategies could be used to increase the percentage of students who are college (a-g) and career ready?
7. How can we decrease the amount of time students are out of class (tardies and students out without passes)?
8. How can we increase students' overall SEL perceptions?

Ronald E. McNair HS
Chapter 3: Focus on Learning
A: Organization

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, 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 the academic standards.

Findings	Supporting Evidence
<p>A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: 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>-McNair High School has a clearly stated Mission and Vision.</p> <p>Mission: To ensure that ALL students learn. To embrace diversity and a commitment to create a respectful community that develops academic and interpersonal skills.</p> <p>Vision: McNair Eagles soar to excellence in learning, respect, and achievement. To empower our local and global communities.</p> <p>McNair High Schoolwide Learner Outcomes: EAGLES</p> <p>Effective Communicators Students will...</p> <ul style="list-style-type: none"> ● Effectively read, write, interpret, and communicate ideas ● Demonstrate the use of academic language across curriculum disciplines ● Collaborate, work effectively, and manage interpersonal relationships <p>Academic Achievers Students will...</p> <ul style="list-style-type: none"> ● Complete rigorous college prep courses ● Demonstrate mastery in reading, writing, mathematics, science, and other disciplines ● Demonstrate skillful use of technology to maximize academic achievement <p>Goal Oriented Students will...</p> <ul style="list-style-type: none"> ● Set challenging and realistic goals ● Assess, evaluate and modify existing goals <p>Life Long Learners Students will...</p> <ul style="list-style-type: none"> ● Learn to make real-world connections to contact and understand that learning is a lifelong process <p>Empowered Information Processors Students will...</p> <ul style="list-style-type: none"> ● Know how to access and interpret information as well as integrate knowledge ● Engage in critical thinking skills by actively questioning and proposing 	<p>A1.1 Evidence</p> <p>Physical Evidence of Communication of Mission and Vision as well as Student Learning Outcomes:</p> <p>Mission and Vision Statement Posters in classrooms</p> <p>Staff Meeting Agenda</p> <p>Stakeholder Surveys</p> <p>Student Parent/handbook</p> <p>SLOs Posters in classrooms</p> <p>McNair Website</p> <p>Local Control Accountability Plan (LCAP)</p> <p>Department Meeting Discussions</p> <p>Board Meeting Minutes</p> <p>Leadership Team Meeting Minutes</p> <p>McNair Daily Bulletin</p> <p>SOAR Matrix in each classroom</p>

<p>solutions to fundamental problems</p> <p>Socially Responsible Citizens</p> <p>Students will...</p> <ul style="list-style-type: none"> ● Be confident and take initiative in classroom, extra-curricular and community activities ● Demonstrate personal responsibility, positive citizenship, and respect for diversity <p>Our students' behavioral expectations are summed up in the acronym SOAR:</p> <ul style="list-style-type: none"> ● Safe ● Organized ● Accountable ● Respectful <p>Our Mission and Vision are frequently referred to in staff discussions, monthly staff meetings, and leadership decisions. Our Mission and Vision are both based on our students' needs, educational research, and a belief that all students can achieve at high levels.</p> <p>A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure the involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.</p> <p>-McNair High School has maintained its current mission and vision statements with no revision from 2016-2018.</p> <p>-During the first half of the 2019-2020 school year, many staff members expressed their belief that the mission and vision statements should be revisited. Staff members indicated that students and parents should be part of that process. Mission and vision statements are not currently part of the schoolwide action plan. They will however be an area of focus for the remainder of the 2019- 2020 as well as the 2020-2021 school year. After this decision was made we moved into the pandemic. In November of 2021, we reviewed the results of a thought exchange about our mission statement and then the staff participated in a Jamboard mission brainstorming activity.</p> <p>A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP. The team developed a parent/student survey to gather information about whether or not all stakeholders know what these statements mean and whether they agree to these statements each year. The survey included three questions that addressed the mission statement and three questions that addressed the vision statement. The results of the questions regarding the mission statement were as follows:</p> <ul style="list-style-type: none"> ● 65% of the respondents indicated that they were very familiar or familiar with the statement. ● 80% of the respondents strongly agreed or somewhat agreed with the statement as it is written. ● 85% of the respondents indicated that they support the statement as it is written and would like to keep it the way it is. 	<p>A1.2 Evidence</p> <p>Mission Thought exchange</p> <p>Vision Thought Exchange</p> <p>Staff Meeting Slides-with Mission activity</p> <p>A1.3 Evidence</p> <p>Parent Survey Responses</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>The results of the questions regarding the vision statement were as follows:</p> <ul style="list-style-type: none"> ● 65% of the respondents indicated that they were very familiar or familiar with the statement. ● 80% of the respondents strongly agreed or somewhat agreed with the statement as it is written. ● 84% of the respondents indicated that they support the statement as it is written and would like to keep it the way it is. <p>-More stakeholders (such as parents and students) need to be involved in refining the mission and vision statements as a way to build ownership and commitment.</p>	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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 single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Findings	Supporting Evidence
<p>A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority’s role, including how stakeholders can be involved.</p> <p>-The Lodi Unified School District policies and procedures are clear. The LodiUSD governing board meets regularly to determine overall school operations. Complaints and resolution procedures are effective, fair, and clearly communicated to stakeholders. The expectations set in the Local Control and Accountability Plan (LCAP) are clearly addressed in our Action/SPSA plan.</p> <p>-Lodi USD Policy 5020: Parents/Guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and help their children succeed in school.</p> <p>-Lodi USD Board Rule 5020: Parents’ Rights and Responsibilities</p> <p>A2.2. Relationship between Governing Board and School: The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.</p> <p>-McNair HS’s Mission, Vision, and Single Plan for Student Achievement (SPSA) are aligned with the district policies and bylaws. The district office personnel provide training in standards-based materials in all disciplines during staff development days and throughout the academic year. Site administrators receive goals and directives from the Superintendent including the continuation of standards-based instruction, and goals for student learning achievement. Data regarding student achievement is presented to the board by the superintendent annually.</p> <p>-Lodi USD shares this information with all of its stakeholders through several different means of communication.</p> <p>-Lodi USD utilizes the Blackboard Connect Mass Communication System to share information and solicit input and feedback from the community. Blackboard Connect messages are distributed via telephone, e-mail, text message, and the Lodi USD app.</p> <p>-Lodi USD and McNair High School maintain websites that display up-to-date information regarding the district and the school.</p>	<p>A2.1 Evidence</p> <p>Lodi USD Board Policy 5020: Parent Rights and Responsibilities</p> <p>Lodi USD Board Rule 5020</p> <p>A2.2 Evidence</p> <p>Parents rights and Responsibilities</p> <p>Local Control and Accountability Plan (LCAP)</p> <p>McNair HS SPSA</p> <p>Blackboard Connect Mass Communication System https://www.lodiUSD.net/ https://mcnair.lodiUSD.net/</p>

<p>A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.</p> <p>-Complaints by Constituents (including parents or guardians of pupils) may have complaints regarding policies, procedures, or the actions or inactions of district employees. It is the intent of this policy to provide the means of judging each complaint in a fair and impartial manner to seek a solution where appropriate.</p> <p>-Uniform Complaint Procedure: The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Codes 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability or age, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefit from state financial assistance.</p>	<p>A2.3 Evidence</p> <p>Lodi USD Policy 1312</p> <p>Lodi USD Policy 1312.3 Uniform Complaint Policy posted in every classroom and other rooms where students and community members may be</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

A3. Leadership: Data-Informed Decision-Making and Continuous School 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/SPSA and make recommendations to modify the LCAP as needed.

Findings	Supporting Evidence
<p>A3.1. Broad-Based, Inclusive, and Collaborative: The school’s broad-based, inclusive, 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.</p> <p>A. School assesses the following sources of data: grades every reporting period, benchmark assessments in ELA and Math (recently changed to I-ready assessments), graduation rates, A-G rates, suspension rates, and qualitative data regarding re-designated students, foster, and homeless students. Administration, Leadership Team, departments, grade levels, and IEP teams use data from these sources to determine program changes, develop course scope and sequence, and plan academic and behavioral interventions and support for students.</p> <p>B. Data analysis primarily takes place in administrative meetings, department meetings, and grade-level meetings. Faculty meetings are sometimes used to share and evaluate findings based on small-group analysis.</p> <p>C. Data is shared quarterly, at the semester, and annually based on the frequency of reporting.</p> <p>-Our Leadership Team is composed of Administration, WASC leader, academically significant program facilitators, faculty department leads, and guidance counseling. Issues discussed here often are subsequently taken to Department Meetings for input and then brought back at a following meeting. Input gathered at these meetings helps faculty meeting discussions to be more clear, concise, and relevant. All topics that impact student instruction on an administration level are taken to the Leadership meeting before decisions are made.</p>	<p>A3.1 Evidence</p> <p>Leadership Team Meeting (monthly)</p>

<p>-Monthly faculty meetings include our administration and faculty. Regarding input that affects classroom instruction, administration and department chairs will meet to discuss and understand any district-mandated policies and set up a prioritized list to communicate to the Leadership Team and Councils that would have any input before any additional changes are brought to the departments for input. Seeking this input is key to our collaborative practice. Faculty meetings also serve as a means of providing professional development for instructional strategies used across campus.</p> <p>-Department Meetings are held to discuss topics within a subject area and/or reach a consensus on school-wide topics brought from Leadership meetings. Discussions and views are used by representatives in other meetings. Departments generally collaborate in subject and/or grade-specific groups to refine assessments and instructional practices.</p> <p>-Staff meet within departments and programs weekly during Common Planning Time to collaborate on curriculum, technology, assessments, and other department or program needs. Many of our departments use common assessments in which CPT is used to analyze student achievement.</p>	<p>Faculty Meeting (monthly)</p> <p>Department Meetings (monthly)</p> <p>Common Planning Days (weekly)</p>
<p>A3.2. School Action Plan/SPSA Correlated to Student Learning: The school’s schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.</p> <p>-McNair HS’s SPSA is updated yearly. McNair currently has 8 goals listed in the SPSA determined by data analysis and students' needs. The Subjects include: English Language Arts, Mathematics, English Learners, Parent/Family Engagement, Professional Development, Graduation Rate, College and Career Readiness, and Promote a Positive School Climate. Each goal has a specific goal statement, a Metric/Indicator that will be used to measure outcomes, and specific strategies to accomplish the goal. Each goal is directly related to one or more of the district's LCAP goals.</p> <p>-In its LCAP, the district itemized its plan to improve learning under three general headings: 1) Academic goals and progress indicators 2) Actions, Services and Expenditures to meet those academic goals and 3) Additional services the district will provide ELD, low income, and foster students to meet the academic goals. The itemized goals and services of the district’s LCAP either directly or tangentially support the goals outlined in our SPSA.</p>	<p>A3.2 Evidence</p> <p>Local Control and Accountability Plan (LCAP)</p> <p>McNair HS SPSA</p>
<p>A3.3. Collective Accountability to Support Learning: 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>-McNair HS values shared decision-making and self-reflection. We use self-reflection to drive our daily practices and programs. For the last couple of years, our students have been taking the Panorama SEL survey provided by the district. During staff meetings and Leadership meetings, we have been able to review this data and determine there are several significant student needs that need to be addressed. One glaring need is the student’s sense of belonging/connection; that students feel part of the school community. In the Spring of 2021, only 35% of our students stated that they feel like valued</p>	<p>A3.3 Evidence</p> <p>Staff Meeting Agenda</p> <p>Staff Meeting Slides</p> <p>Bell schedule voted on by staff</p> <p>Student Success (Flex) Period</p> <p>Panorama Results</p> <p>Master Schedule</p> <p>Student success slides</p> <p>Weekly Collaboration Time (Common Planning</p>

<p>members of the school community. In the fall of 2021, the survey results went down, with only 32% of our students stating that they feel like valued members of the school community. Staff decided, as a way to build a connection with our students, that we would like to move forward with creating a bell schedule that allowed for additional connection time with our students. Staff voted on a student success period. During the planning time for this student success period, we emphasized student belonging/connection with the school community, building in several get-to-know-you activities and team-building activities to create a class community. We highlighted the activities on our campus as a lead-up to our club rush, encouraging our students to get involved. Each teacher has a group of 20-24 students that they are advocating for, and they will stay with these students through their time at McNair HS. We will revisit the panorama data to determine the effectiveness in increasing a sense of connection with the school community.</p> <ul style="list-style-type: none"> -The staff at McNair have weekly collaboration time to reflect on curriculum and student growth in all programs and departments. -McNair HS examines the Master Schedule to ensure students have access to classes based on student needs. -School counselors meet with all students 1:1 to ensure A-G eligibility and progress toward individual student goals. 	<p>time, CPT)</p>
<p>A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences. Communication happens in many ways at McNair HS. Administration emails weekly with events and updates for the week. We hold monthly Leadership meetings where the information is brought back to the monthly department/program meetings. There are regular classified meetings, as well as campus supervisor meetings. In use is a staff google classroom, where information and resources are shared. We have weekly CPT for planning and reviewing student success. Administration has an open-door policy for any concerns or conflicts that arise. Staff communication also occurs regularly in person, by email, and over the phone as needed.</p>	<p>A3.4 Evidence McNair Faculty/Staff Google classroom Meeting Schedule- in faculty classroom</p>

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 systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Findings	Supporting Evidence
<p>A4.1. Qualifications and Preparation of Staff: 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.</p> <ul style="list-style-type: none"> -Lodi USD Board Policy 4111/4211/4311: “Selection of personnel shall be based solely on qualifications, ability, and capacity to contribute to the district.” -Lodi USD Board Policy 4100: “The role of teachers and other certificated personnel in the educational program shall be clarified so that staff may 	<p>A4.1 Evidence Personnel Recruitment and Selection Personnel Legal Status Requirement</p>

<p>perform optimally. The duties and responsibilities of school positions shall be clearly defined and made known to each member of the certificated staff who shall be held accountable for duties assigned to him/her. “</p> <p>-Lodi USD Board Policy 4112.2: “The Superintendent or designee shall ensure that persons employed in positions requiring certification qualifications have the appropriate credential or permit authorizing their employment in such positions.” “When fully credentialed individuals are not available, the district may employ persons with a short-term staff permit or provisional internship permit under the conditions and limitations provided in state and federal law as necessary. All teachers of core academic subjects shall meet the requirements of the No Child Left Behind Act.”</p> <p>-Lodi USD Board Policy 4113: “In order to serve the best interests of students and the educational program, the Superintendent or designee shall assign certificated personnel to positions for which their preparation, certification, experience and aptitude qualify them.”</p> <p>Review of Teacher Assignments: “The Superintendent shall annually report to the Board any teacher mis assignments. The Board shall annually review this report and ensure that teacher assignments comply with the law.”</p> <p>-Master Schedule: McNair High School’s master schedule is submitted each year to personnel for a credential audit. In 2020-21, the responsibility to verify credentials resides with the principal.</p> <p>-Goal #1 of the LUSD 2022-2023 LCAP: LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready.”</p> <p>A4.2. Professional Development and Learning: 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>-At McNair, Staff meetings are used to support professional development. ELL training, MTSS, and PBIS professional developments happen during portions of our staff meetings. We also use this time to coordinate plans for our Student Success time.</p> <p>- McNair has a weekly Common Planning Time. This time is used for departments to work on common instruction, assessments, and data analysis.</p> <p>-The site sends teachers to subject-specific training such as AP conferences, ERWC, NSTA, common core, READ 180, etc., when requested, or as needed for different content areas.</p> <p>- In 2017, the district took over the planning of the professional development inservice days the week before school. The “Learn Together Teach Together” PD days focus on many professional development options that are led by both teacher and professional trainers. Teachers are able to select the PD classes that appeal to their grade level and discipline.</p> <p>-District instructional coaches provide non-evaluative support for teachers who request it. The district has coaches who support teachers at the elementary and</p>	<p>Personnel Certificated Personnel</p> <p>Personnel Legal Status Requirement</p> <p>Personnel Assignment</p> <p>Master Schedule Master Schedule Audit Requests</p> <p>2022-2023 Local Control and Accountability Plan</p> <p>A4.2 Evidence Staff Meetings Pre-service Days (LTTT) District Instructional Coaches Common Planning Time (weekly) AVID Support with technology Technology (on-site) Subject-specific trainings and conferences Collegial Observation</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>an unsatisfactory evaluation or a “needs to improve” evaluation shall be assessed annually until they receive a satisfactory evaluation or are separated from the district.</p> <p>-Administrators have been trained to observe and evaluate using the California Standards for the Teaching Profession. All commendations and recommendations are tied to specific CSTP.</p> <p>-The evaluation year kicks off with a PowerPoint review of the supervision/evaluation process and what teachers can expect. They are provided sample recommendation and commendation language, the evaluation year calendar, and a copy of the CSTP.</p> <p>-All evaluated staff undergo at least one formal observation (scheduled with a pre-observation conference), and those with significant recommendations for improvements are observed informally at least once to check on progress. In addition, probationary and intern teachers receive an additional formal observation.</p> <p>-Summary evaluations are based on classroom observations and on how the teacher conducts his/herself as a professional on campus.</p> <p>A4.5. Communication and Understanding of School Policies and Procedures: 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.</p> <p>-Emails are used regularly for the exchanging of ideas, information, expressing concerns, and conducting ad hoc surveys.</p> <p>-We use Blackboard for communication, along with PeachJar, for flier distribution, the school website, and Google Classrooms for more broad and personalized communication types.</p> <p>-There is an extensive staff handbook that has been delivered to staff and updated each year. It is currently available through the Faculty Google Classroom.</p>	<p>A4.5 Evidence Email system Blackboard Peachjar Google Classroom Staff Handbook</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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.

Findings	Supporting Evidence
<p>A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district’s LCAP and the school schoolwide action plan/SPSA, the school’s vision, the mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.</p> <p>-Instead of “department chair meetings,” the school used a Leadership Team approach to school business. This body of individuals was responsible for keeping the staff focused on our action plan. This includes discussions regarding time (staff meetings, department meetings, and common planning time) and material resources.</p> <p>-We have collaboration between Department Chairs and Admin. The master</p>	<p>A5.1 Evidence</p> <p>Leadership Team Meetings</p> <p>Master Schedule</p>

<p>schedule is driven primarily by student needs and wants. Departments are given the flexibility to decide how they wish to meet the needs of students, based on enrollment selections. Department Chairs are able to relay information back to departments, to then create a template for teachers to teach courses they are most interested and experienced in teaching. Then, Admin. is able to create a model for each department to meet the needs of students. While reviewing course requests, administration utilizes a formula to determine class size averages. Conversations between Admin. and Department Chairs happen regularly to ensure that student needs are met without jeopardizing class size.</p> <p>-We use a formula based on sections, student involvement, and consumables. This provides a structure for the budget and allows us to allocate funds fairly and efficiently. Other funding sources are based on Principal discretion and/or district restrictions/regulations. Some budgets are more restrictive than others, and we do our best to make sure students and staff get the items they need to perform at their best. Administration uses the leadership team to help make allocation decisions and create opportunities for staff to utilize extra allocated funds. Since 2020, the school has received additional funds due to the pandemic to support students and teachers, and those funds are being used primarily to support technological needs and student enrichment.</p> <p>-School Site Council: The School Site Council consists of parents, teachers, and other school staff. Students are included at the high school level. The role of the School Site Council is to annually develop, review, update and approve the Single Plan for Student Achievement. (The SPSA specifies how Title 1 funds will be spent)</p> <p>A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.</p> <p>District Budget: “The Board of Education recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district’s vision, goals, and priorities. The district budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district...”</p> <p>Management of District Assets/Accounts: “In order to oversee the District’s financial integrity, the Board of Education desires to have a clear picture of the District’s current financial condition readily available at all times. Audits and quality control reviews shall be conducted in accordance with law...”</p> <p>Financial Reports and Accountability: “The Board of Education is committed to ensuring the fiscal health of the district and providing public accountability. The Board shall adopt sound fiscal policies, oversee the district’s financial condition, and ensure that the financial systems support the district’s goals for student achievement...”</p> <p>A5.3. Facilities Conducive to Learning: The school’s facilities are safe, functional, well-maintained, and adequate to meet the student’s learning needs and support the educational program (i.e., accomplish the vision, mission, and schoolwide learner outcomes).</p> <p>-The camera system is consistently updated to make sure the high-definition system affords the opportunity for increased clarity and ease of use. We currently have over 60 cameras covering a vast majority of the campus. We are</p>	<p>Collaboration</p> <p>Allocating Funds to Depts</p> <p>Course selection sheets</p> <p>School Site Council Meetings</p> <p>A5.2 Evidence LUSD Board Policy 3100 LUSD Board Policy 3400 LUSD Board Policy 3460</p> <p>A5.3 Evidence</p> <p>Security cameras</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>constantly adding new cameras as the system gets upgraded and expanded throughout the campus, thus ensuring that our educational environment is safe and functional in supporting our vision, mission, and schoolwide learner outcomes.</p> <p>-A new main PA panel in the front office replaced our aged and outdated panel. Maintenance on all PAs in classrooms on campus was complete. Every staff and student is able to hear morning announcements. Every classroom and gym have fully functional PA systems improving security and communication within our campus. Key card access points have been installed in the 22-23 SY.</p> <p>-For the 2022-23 school year the site has been allotted one new campus supervisor position, taking our total up to 5.</p> <p>-The faculty and staff work closely together to ensure that facilities are clean and safe and allow for maximum learning and minimal distractions. With the onset of the pandemic, the district has invested in hand sanitizers and air purifiers for all classrooms. The school also has multiple hand washing stations throughout campus.</p> <p>-Custodians make sure classrooms are stocked with cleaning supplies such as wipes, sanitizing spray, hand sanitizer, etc. When something needs to be repaired or addressed, the custodians and maintenance staff resolve the issue quickly.</p> <p>-For the 2022-23 school year we have changed the entry for students into campus to just a single entry point using the bus lane to move traffic. This will help minimize traffic hazards.</p> <p>A5.4. Instructional Materials and Equipment: 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>-The District has a curriculum council that coordinated the adoption of our standard aligned curriculum. There are curriculum committees put in place by content area and pilot teachers to assess curriculum.</p> <p>-The procedure of acquiring new instructional materials (not curriculum) typically goes through department chairs, then on to the principal for approval. A teacher may request additional instructional materials or support as necessary. The department chair and principal approve as described previously.</p> <p>-The district technology programmers service department installed Aeries on all district computers. The district's technology service department maintains and assists staff with operations by phone and ghost shadowing. The district-funded training for all staff. The MHS site technology coordinator received district-funded training to ensure our campus had a knowledgeable person on campus to assist staff.</p> <p>-The district purchased enough Chromebooks for MHS students to each have their own Chromebook. A support line is available for parents and guardians to contact the help desk if the student has issues with their Chromebook. On-site staff is available daily during school hours to assist all students with login issues pertaining to live chat platforms or access to teachers' software applications utilized in the classrooms.</p> <p>-Although a number of Promethean boards had been purchased over the past few years, we ordered additional Promethean boards to accommodate teachers'</p>	<p>New PA System</p> <p>New Campus Supervisor</p> <p>Clean Bathrooms and facilities</p> <p>A5.4 Evidence</p> <p>Aeries</p> <p>Chromebooks</p> <p>Promethean Boards</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>requests and will be adding more boards to other teachers as we get more in stock. We purchased and delivered additional iPads, large monitors, and projectors to teachers based on our tech survey of resources needed at the beginning of the school year. Exact numbers can be provided if needed.</p> <p>-At the end of the school year, the librarians from each high school run reports of projected enrollment for each course offered for the following school year. Then, each site librarian compares the numbers with the inventory of each title. At the librarian’s meeting, the numbers for inventory are reviewed and if a shortage of books is the developed outcome, other high schools in the district provide coverage. If required books are unavailable, an order is turned in to the district office for purchase processing.</p> <p>A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.</p> <p>-Each summer, as part of our back-to-school training days, our district puts on the Learn Together Teach Together conference, where many different classes and trainings are offered to the teachers to choose from. The administration has funded many different professional development opportunities in all areas of study on campus.</p> <p>-There has been a considerable amount of training in the PLC/RTI process school-wide. The current focus district-wide is a shift to MTSS.</p> <p>-The district is currently adopting the “Measuring Student Learning Project,” which will allow McNair to review real-time student transcripts and work with district middle schools to better place students. Department chairs have started the Measuring Student Learning Project training.</p>	<p>Textbooks</p> <p>A5.5 Evidence</p> <p>LTTT 22-23 Email</p> <p>Measuring Student Learning</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------

**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Strengths and Growth Needs**

Areas of Strength

1. Collaborative and transparent process for resource allocation decisions (Title 1, LCAP, SPSA)
2. Collaborative culture among faculty and staff, including weekly collaboration time
3. Multiple media ways of communication of schoolwide learning outcomes, Mission, Vision statements as well as school expectations.

Areas of Growth

1. Continue to explore the refinement of our mission and vision statements and schoolwide learning outcomes
2. Continue to collaborate on best uses of technology-based instruction and projects
3. Continue to develop ways to measure the effects of professional development on teacher practices and the impact they have on student performance

Next Steps within the schoolwide action plan/SPSA.

1. **Mission/Vision:** In July of 2021, Mark initiated the work of looking at our Mission and Vision statements. The staff participated in a thought exchange and a Jam Board brainstorming session. The action plan is to revisit the mission and vision in early spring. This will start with the leadership team to determine the process which will be used to revise the mission. This process will include a plan to include all stakeholders (i.e. parents, students, and community).
 2. **Common Planning Time (CPT):** The Leadership Team will revisit the PLC process used during CPT time. Determine a process for assessing department needs for professional development and support including professional development on best practices with technology integration.
 3. **Professional Development:** As stated above, the Leadership Team will determine a process for assessing department needs for professional development and support. Administration will work with the district, Professional Development Department, RBET staff, and use supplemental funding to provide professional development based on department needs. This would include site-based PDs, outside professional development, and connecting struggling teachers with RBET professionals as needed. Administration and the Leadership Team will look at which metrics could be used to determine/measure the effects of professional development on teacher practices and the impact on student performance. The Leadership Team will continue to monitor the number of individuals who participate in professional development with the intention of increasing the percentage of people participating. Determine a process for individuals or teams who participate in professional development to bring information back to either the department or the whole school as appropriate.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - Develop a Student Success Curriculum that focuses on data-determined student needs (SEL, PBIS, Academic Intervention), develop a set of systematic interventions to meet student needs (MTSS), and develop a process to review data as a way to determine the success of our Student Success Program.
 - Continue to improve communication with all stakeholders to further develop parental and community partnerships.
 - Continue to engage in professional development to strengthen curriculum use, instructional strategies, assessments/feedback, and technology integration.
 - Continue to build PBIS with a focus on decreasing the time students are out of class (tardies and out of class without a pass).
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
We did not identify any additional student learner needs.
-

Ronald E. McNair HS
Chapter 3: Focus on Learning
B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

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.

Overview: Students at McNair High School participate in a rigorous, relevant, and coherent curriculum that supports the achievement of academic standards and schoolwide learner outcomes. Throughout our curricular areas, we offer a variety of courses that meet all of our student’s needs. Course offerings are aligned with current educational research and academic standards in order to meet/exceed graduation requirements. Many of McNair’s courses also provide opportunities to engage in college- and career-readiness standards. Below you will read about the full range of courses offered and how our courses meet the needs of our students.

Findings	Supporting Evidence
<p>English Curriculum:</p> <ul style="list-style-type: none"> -McNair High School uses the Lodi USD adopted, CCSS-aligned McGraw Hill StudySync ELA/ELD curriculum. It provides access to grade-level material and includes integrated scaffolding supports for EL students. The English department has identified focus standards, has created common writing assessments and is aligning instruction, expectations, and scoring practices for writing across grade levels. -Lodi USD’s graduation requirement includes 4 years of English. McNair offers courses that meet the needs of all our students. In addition to the CP courses offered by grade level, students have access to approved AP courses, CSU Expository Reading and Writing Course (ERWC), and Dynamic Literacy of Patient Care (DLPC). ERWC is a rhetoric-based course designed to develop advanced proficiency in expository, analytical, and argumentative reading and writing. -McNair offers courses designed to support struggling readers and low level EL students using district-adopted curriculum (Read 180 and StudySync). The scope and sequence of these courses are aligned with the CP classes, and the master schedule is designed to allow the students that approach grade level during the year to move to more rigorous classes without disrupting their schedule. -Additionally, a non-CP course is offered at each grade-level. They are run concurrently with a CP course and enrollment numbers remain low to ensure the maximum number of students have access to A-G rigor. Most courses meet the A-G requirements. -The English Department used COVID funds to purchase new novels to interest our students and make required texts of our curriculum more 	<p>McGraw Hill StudySync ELA Pacing Guide 9-10 Designated ELD Lesson Plan ELD Access Handouts Graphic novels for <i>Romeo and Juliet</i>, <i>Pride and Prejudice</i>, and <i>American Born Chinese</i>. No Fear Shakespeare Text of <i>Romeo and Juliet</i> and <i>Hamlet</i>. <i>Of Mice and Men</i> Adapted PDF text for students that need it. New novel selections in 11th grade along with <i>The Crucible</i> and <i>The Great Gatsby</i>. AP English Language and Composition Syllabus and Curriculum Map CSU Expository Reading and Writing Course Curriculum Business Communications College Readiness Lesson Slides and Cornell Notes Students write their own</p>

<p>accessible for our struggling readers and EL Learners.</p> <p>-Use of the Access Sheets and grouping as well as the designated ELD units and ELD supports in the McGraw Hill ConnectEd. The Support Curriculum is leveled and aligned with language learner needs. Different access handouts are provided to access core curriculum stories and novels (<i>Marigolds</i>, <i>The American Jezebel</i>, <i>The Canterbury Tales</i>, <i>Night</i>, <i>Frankenstein</i>, <i>Macbeth</i>, <i>The Great Gatsby</i>, and <i>The Crucible</i>). The Support class also uses a variety of texts in different Lexiles and uses TBEAR writing assessments to assist students to make progress in writing instruction.</p> <p>-Business Communications is a non-CP class specifically designed to support students' career readiness. Students in Business Communications complete a Mock Interview with members of McNair Staff (the Career Counselor, teacher, and counseling department) as part of their first-semester final exam. It meets college- and career-readiness standards.</p> <p>-DLPC: English 11 is the English course for our HOSA students. The curriculum is guided by the UC Curriculum Integration. The course focuses on using both fiction and nonfiction texts to explore issues related to patient care. It meets A-G requirements.</p> <p>-Social Science's instruction and English novel units coincide with one another. One example of cross-curricular instruction is between World History and English 10. During World History's instructions of the Russian Revolution and the Rise of Totalitarianism, English begins the <i>Animal Farm</i> unit. During World History's instruction of World War 2 and the Holocaust, English 10 begins the unit on <i>Night</i> by Elie Wiesel.</p> <p>-The English department sees the value in articulating with our feeder school and has discussed working with our primary feeder middle school to work on the vertical alignment of writing expectations.</p>	<p>resumes and cover letters and complete a mock interview and hiring assessment</p> <p>Career Readiness Unit</p> <p>Resume Assignment</p> <p>Resume Notes</p> <p>Hiring Simulation</p> <p>Students take a RAISC career examination twice a term at the beginning of the term to assess career interests. Students then complete a research project and presentation on a specific career that interests them.</p> <p>Mock Interview Unit and Materials</p> <p>Lesson 1 Slides</p> <p>Lesson 2 Slides</p> <p>Lesson 3 Slides</p> <p>Lesson 4 Slides</p> <p>DLPC Curriculum</p>
<p>Math Curriculum: Our district is currently aligned to the California State Mathematics Common Core Standards and has currently decided to wait on adopting a new curriculum until after the new California Mathematics Framework is finalized. Weekly common planning time is used to coordinate our implementation of the standards.</p> <p>-We are currently using a curriculum that has lessons with a rich diversity of focus that helps the students meet or exceed high school graduation requirements. We are using the CPM curriculum for High School Math, Integrated Math 1-3, and Pre-Calculus (Although we are not currently teaching Integrated 2 plus and Integrated 3 plus, we have in the past and plan on offering it next year. These are accelerated courses for our advanced students). For AP Calculus, we are using Calculus AP by Larson. For Statistics, we are using Stats in Your World (2nd edition) for CP Statistics and The Practice of Statistics AP (6th edition) for AP Statistics. Our Personal Finance class uses Personal Financial Literacy (2nd edition) and focuses on financial literacy to enable all students to make sound financial choices after graduation. In the future, we would also like to offer Consumer Math for students who struggle with Personal Finance.</p> <p>-The Math department has developed pathways by grade level and course level for student progression through the courses to meet graduation and A-G</p>	<p>Research based curriculum</p> <p>Standards-based lessons and focus</p> <p>California Content Standards</p> <p>Course catalog and master schedule</p> <p>Department collaboration</p> <p>Board adopted course outlines</p> <p>Level appropriate textbooks</p> <p>Department Math Pathways</p> <p>Personal Financial Literacy SLOs Connection</p> <p>Money savings, exponential equations</p> <p>Solving linear problems: ie:</p>

<p>requirements. These pathways give the students their options for math courses, so they can plan which would be the best for them. The pathways are not just for teachers and counselors; we give every student a copy of the pathways and discuss them before they choose their classes. This will allow students the ability to become college ready even starting at the lowest level, or when failing a course early in their high school career. Click here for an example: Math Pathways</p> <p>-The math department incorporates multiple SLOs daily. The three pillars of CPM are Collaborative learning, Problem-based learning, and Mixed-spaced practice. This structure is used for most of our courses, High School Math through AP Calculus. These align with McNair’s SLOs, as they encourage students to be Effective Communicators, Academic Achievers, Life-long Learners, Empowered Information Processors, and Socially Responsible Citizens.</p> <p>-Our curriculum addresses multiple disciplines utilizing real-world math problems that promote technology components that incorporate physics/engineering, finances/economics, etc. For example, our Integrated 1 curriculum has a connection to the English curriculum with math questions with references to books, such as <i>Of Mice and Men</i>. Our Integrated 2 curriculum has references to geographical locations such as the Leaning Tower of Pisa and Mount Rushmore that require students to do math calculations, and it connects to the Geography curriculum. Our Integrated 3 curriculum has a script for a mystery that has the students calculate math and act out the scene, which connects to the VAPA department. Our Integrated 1, Integrated 3, and Pre-Calculus curriculum have problems regarding bacterial growth and decay, which connect to the Science curriculum.</p> <p>-The district facilitates the articulation between the feeder middle schools and McNair High School for the placement of incoming freshmen. Freshman placement is based on CAASPP scores, District Benchmark testing, and grades at the middle school level. A report is given to the counselors and department to facilitate correct math class placement. Students who take AP math courses have the opportunity to earn college credit, if they pass the AP Exam, with a score of 3 or higher. There are district math coaches who offer a variety of training that assist with articulation among middle schools and high schools.</p>	<p>velocity, distance and time Areas Trajectory (parabolas) Calculating distances for situations that cannot be directly measured for science and engineering applications The Cooling Corpse problem.</p> <p>Math Placement Change Parent Request Lodi Unified School District 9th Grade Pathways</p>
<p>Science Curriculum: McNair offers CP and AP courses aligned to UC A-G standards and NGSS standards in a 3-year plan to meet all standards. Two of our faculty members were on the adoption committee, and all permanent faculty members have attended training, during the Learn Together, Teach Together training sessions before the 2021 & 2022 school years on NGSS standards and on using the course materials. All curriculum materials are available in hard copy and as online textbooks and resources. All recent adoptions are aligned with NGSS. Non-CP alternatives of Biology and Earth Science are also available to meet the district standard for a 2-year science graduation requirement to provide an alternative for those students not seeking to attend higher education directly after high school that includes NGSS compliance.</p> <p>-At McNair HS we offer CP, AP, non-CP, and elective courses to meet specific</p>	<p>McGraw Hill Online Curriculum Master schedule Course selection sheets</p> <p>NGSS Training 2019, 2020, 2021 and 2022. 2022 3-day Summer Science retreat attended by two of our teachers hosted by LUSD McGraw Hill Trainings during the 2021-2022 school year</p>

<p>student needs, with NGSS-aligned Resources (course catalog). A block schedule allows more credits to be earned that surpass graduation requirements and allow students to take as many science courses during their 4 years in high school as there are available. It allows for students to take Health Careers Academy, Career Technical Education (on-site and at Lincoln Tech), and AP science courses.</p> <p>-All core science classes are aligned to NGSS (resources and Textbooks), and all CP science courses and electives are A-G (course catalog, course selection sheet), and incorporate multiple SLOs daily. One topical theme present throughout NGSS is global climate change. Socially responsible citizens (one of McNair’s SLOs) are well-informed about scientific processes that affect their lives.</p> <p>-Our NGSS-based courses seek to incorporate earth sciences into the curricular areas of biology, chemistry, and physics to show real-world needs and application of science curriculum into meaningful segments that encourage students to learn and understand the world around them from various perspectives. Health Careers Academy science courses integrate with the science department with Anatomy and Physiology courses and their own specific courses to build a foundation to meet pathway standards.</p> <p>-The district facilitates the articulation between the feeder middle schools and McNair High School for the placement of incoming freshmen. Our district science coaches facilitate PDs throughout the year working to align teaching practices with our NGSS curriculum. These PDs include both Middle School and High School educators, allowing for the articulation of standards as well as practices.</p>	<p>Inspire Earth Science for Earth and Space Science</p> <p>Biology of the Living Earth for Biology</p> <p>Chemistry of the Earth System for Chemistry</p> <p>Physics of the Universe for Physics</p> <p>Marine biology Training through zoom with District Science Coach and MGH before the 2022-23 school year. New textbook aligned to NGSS.</p> <p>AP Course approvals</p> <p>Global Climate change: Earth and Human Activity</p> <p>Global Climate change: Biology curriculum</p> <p>Sample CTE Standards Medical Science & Terminology Syllabus</p>
<p>Social Science Curriculum: McNair’s Social Science Department has, over the past 4 years, worked to align their curriculum to the new Social Science Framework. Social Science teachers have gone to trainings relating to updating curriculum and teaching strategies. In particular, we aligned our Pearson textbooks with the new Social Science Framework in 2018, including meeting with parent groups and textbook employees. Three members of the Social Science department attended the National Council for the Social Studies conference in 2018. During the Learn Together, Teach Together trainings before the 2021 & 2022 school years, Social Science teachers attended many content-specific trainings based on current practices, including trainings on digital content for Government and Economics classes, incorporating the AP classroom website, and creating choose-your-own-adventure style lessons in history classes.</p> <p>-The social science department meets together on a daily basis in the pod, as well as formal meetings once a week, to share instructional practices and ensure new teachers are up to speed on pacing and instructional strategies. McNair provides seven AP social science classes across all four grade levels (Geography, European History, U.S. History, Government, Macroeconomics, Microeconomics, Psychology). In the 2019-2020 school year, we adjusted our AP Government class to a year-long block combination that includes both AP Macroeconomics and Microeconomics, which hadn't been offered before. McNair is the only school in the Lodi Unified School District that provides both forms of AP Economics.</p>	<p>NCSS 2018</p> <p>LTTT Trainings</p> <p>List of AP Classes</p> <p>Social Science Pacing and Essentials</p> <p>Social Science Pacing</p> <p>Pearson Textbooks for following subjects: World Geography, World History,</p>

<p>Special Education Curriculum: Students who receive Special Education services follow the general education curriculum with modifications and/or accommodations added as necessary, in compliance with the students' IEP. Students who are mainstreamed into the general education classroom setting receive the curriculum as described in the respective department along with monitoring, consulting, and supporting the case carrier. Teachers utilize state standards-aligned textbooks for core curriculum courses offered in the Special Education class setting. Supplemental materials at the appropriate reading level are used as well. We also offer The Essential Pathway which results in a High School Diploma and The Life Skills Pathway which results in a High School Certificate and/or a diploma.</p> <p>-Post-secondary transition plans are formulated using a curriculum that includes transition surveys and job descriptions. Transition Plans include Post Secondary Goal Training or Education, Post Secondary Goal Employment, Post Secondary Goal Independent Living (as necessary).</p> <p>-State Standards are aligned with the Essentials Pathway in Subjects for Earth Science, Life Science, Algebra A/B, Econ/Gov, and ELA requirements for graduation.</p> <p>-Our Special Education Department partners with the Lodi Career Connections Collaboration with the Department of Rehabilitation which provides student jobs, interview training, and employment with local businesses.</p>	<p>Curriculum Provided using:</p> <p>Dreambox Learning Middle Grade Math Minutes, Creative Teacher Press Holt McDougal Algebra Online. Pathful Explore formally Virtual Job Shadow Career Choices and Changes McGraw-Hill - Earth Science/Life Science SDC Mild Moderate Program- Program that can lead to a certificate of completion.</p> <p>-The Special Education Department has specialized programs to offer a full continuum of services including: Resource Specialist Program aligned with and supports general education Diploma program. Special Day Class Essentials Program utilizes state diploma standards.</p> <p>Lodi Career Connections</p>
<p>World Language Curriculum: McNair High School follows state standards and framework with the adoption of our new textbook. Our Textbooks, <i>Senderos</i> 1,2,3,4 , and <i>Temas Ap</i> are specifically written for California Schools. This is the same for the French new textbook <i>Entre Cultures</i> 1,2 and 3. All activities in the new textbook are designed to align with California State Standards and framework. Foreign language teachers have adopted the latest foreign language textbook; written specifically for California schools.</p> <p>-McNair High School offers courses to meet graduation and college entrance requirements. These Courses offered are Spanish 1, 2, 3, 4, and AP Language, and French 1, 2, and 3.</p> <p>-McNair High School aims to provide a pathway for all World Language students to attain a biliteracy seal in Spanish. The State Seal of Biliteracy (SSB), marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.</p> <p>-To ensure our students are reaching A-G requirements for college entrance, the World Language Department keeps track of the numbers of students passing Spanish and French 1 and 2 to meet world language requirements at CSU, students passing Spanish and French 3 to meet Foreign Language requirements at UC.</p> <p>-McNair High School's World Language Department meets weekly to plan actual concepts that correspond to tangible learning concepts. In our department meeting we aim to bind the school-wide concepts of a)</p>	<p>Senderos Textbook</p> <p>Cultures Textbook</p> <p>Pass rate of World Language courses:</p> <p>Number of students graduating with a biliteracy seal for Spanish. Every year the number changes; it can be from 1 to 15 students per year.</p> <p>Number of students who passed French and Spanish 1-2. Majority of students passing Spanish 1 & 2 and French 1 & 2 is around 70%.</p> <p>Students who passed Spanish 3 and French 3. Number of students passing Spanish 3 and French 3 is around 90%.</p> <p>Student enrollment for Foreign Language depends on sections available and student enrollment for</p>

<p>MTSS/PBIS, b) State Standards, and c) college and career-ready mindset for all students. During this time the department has identified note-taking as a strategy to reinforce college- and career-readiness.</p> <p>-While the World Language department sees the value in academic area alignment and partnering with the community, currently there is no integration and alignment among academic and career technical disciplines in the World Language department. Also, the World Language department currently does not engage with community partners and resources or articulate regularly with feeder schools, local colleges and universities, and technical schools. We do offer the SSB, State Seal of Biliteracy, which may help students gain a competitive edge with employers when applying for jobs in the community. This is an area we see as a growth area.</p>	<p>the year.</p> <p>MTSS/PBIS in the World Language department-The department provides positive reinforcement strategies that prompts constructive learning outcomes: Students are given stickers, pencils or participate in a points based reward system that promotes student engagement.</p>
<p>Physical Education Curriculum: The Physical Education curriculum is based on the adopted California Content Standards. The physical education department follows the state content standards to encompass all areas of physical education, including physical education growth and social/emotional growth. These standards break down the content area into team sports, individual skills, and fitness. The physical education department also focuses heavily on fitness due to a large number of obese children in our school and state. All students are required to take two years in physical education per state law and participate in 400 minutes of activity per 10 school days.</p> <p>-Our students meet the state’s requirements for fitness. In addition to the state and graduation requirement, many students will take PE courses for elective credit, some for all four years, particularly those students involved in sports.</p> <p>-Diverse courses are available that appeal to all students, not just the athlete. These include: PE 1 and 2, Weight Training, and Team Sports.</p>	<p>Physical Education Evidence of Rigor:</p> <p>9th Grade physical fitness test Department collaboration Board adopted course outlines Master Schedule California Content Standards</p>
<p>Visual and Performing Arts Curriculum: McNair HS’s VAPA department uses a curriculum design that follows the Nationals Arts Standards and California State Standards. In order to meet the graduation and college entrance requirements, we offer a variety of courses that appeal to all our students' interests.</p> <p>-McNair’s graduation requirements include the UC/CSU’s A-G requirements, including up to eighty credits in elective classes, such as art. This is evidenced by our A-G course approval list and our graduation requirements located in the LUSD course catalog. Students are encouraged to join our AP courses along with the VAPA Pathway, which is a program that empowers students to reach their fullest artistic potential, support for college programs, and future careers in the arts.</p> <p>-Concerts and Art Shows; Final projects. Performing arts students participate in a minimum of two performances per semester. This enables students to showcase their ability and growth as musicians to the community.</p> <p>-Music students are taken to visit the middle schools and elementary schools that feed into McNair to help increase excitement and participation in the performing arts. Participation in Community Art Show. Students in choir, band and orchestra participate in joint concerts with the main middle school that feeds into McNair. This allows students to perform on stage at the high school and fosters camaraderie between students at both schools. Music</p>	<p>National Music Standard for Ensemble and Piano California State Standards</p> <p>LUSD Course Catalog - VAPA course credits</p> <p>VAPA Course offerings and course descriptions</p> <p>VAPA Pathways informational Slides</p> <p>Program for combined Choir concert with Morada Middle and McNair</p> <p>Morada and McNair Combined Band Concert</p> <p>Morada and McNair</p>

<p>students are encouraged to participate in the County Honor Music groups to experience learning in a different setting and aid in personal growth as a musician and as a member of a performing group.</p>	<p>Combined Orchestra Concert Art1 Syllabus County Honor Ensembles</p>
<p>FACS: Our Family and Consumer Science dept offers Consumer Foods I & II, Life Management I & II, and Fashion I & II. Many of McNair’s CTE programs offer free college units through articulation with Delta College. Capstone classes for Lodi Unified are housed at the Lincoln Technical Academy. Our FACS courses are aligned to the Family and Consumer Sciences Related Occupations and Curriculum Standards. One of our FACS courses is articulated with Delta College.</p>	<p>FACS Standards Delta Articulation</p>
<p>CTE Curriculum: Our CTE courses work to prepare students for success in college and careers by helping them develop skills, technical knowledge, and experience for high-skill, high-demand, and high-wage careers. Here at McNair, we offer three main CTE pathways, Health Occupations, Computer Science, and Culinary Arts. These pathways use the CA Department of Ed’s CTE Model Curriculum Standards. Our curriculum is aligned with the CTE standards and framework.</p> <p>-Information Communication and Technology is currently offering the study of Computer Science. This course uses code.org and Carnegie Mellon’s CS Academy. Our Health Occupations courses use the textbooks Health Careers Today and Language of Medicine. These resources are supplemented with current health research. CTE prides itself in equity of access, all students are able to participate in CTE courses.</p> <p>Consumer Foods and Culinary Arts: This advanced foods course prepares students in food production, preparation, customer service and teamwork skills for the job market or transition to post-secondary education programs at the community college, private, technical or trade school, and/or a four year college or university.</p> <p>Our CTE course instructors, in conjunction with the district, have a wide range of community partners that are brought in to enrich the curriculum. The curriculum is cross-disciplinary and works to prepare all students to be college and career ready, through rigorous, industry-responsive courses of study that challenge our students to think critically, solve problems, collaborate, and be innovative.</p>	<p>CTE-Standards for Career Ready Practice CTE Curriculum Model Standards CODE.ORG Carnegie Mellon’s CS Academy Health Occupation standards Computer Science Standards Culinary Standards CTE Courses offered</p>
<p>Business and Computer Science: We are currently offering Introduction to Programming and Intermediate Programming. With our current enrollment, we are expecting to be able to offer AP Computer Science next year, which is currently in our course catalog. We are using Beginning Microsoft Small Basic Programming for Introduction to Programming and Java Methods for Intermediate Programming. We also offer Business Communication in the English department.</p>	<p>Course catalog and master schedule Department collaboration Board adopted course outlines Level appropriate textbooks</p>
<p>Health Careers Academy: Health Careers Academy is a California Partnership Academy, a small learning community within the high school, to develop skills and explore careers in the healthcare industry. It is a 3-year program that provides a rigorous academic sequence. There are 3 core academy courses with their 3rd year having a capstone class. Our Career</p>	<p>HOSA Medical Science and Terminology Syllabus</p>

<p>Technical Education Industry sector is Health Science and Medical Terminology with a Patient Care Pathway.</p> <p>-The academy has been involved with the community in different ways. We participate in public health fairs and host health fairs for schools within the Lodi Unified School District. We have a strong relationship with local business partners in the health community who provide non-paid internships to our seniors. Each year, we help host three annual blood drives on our campus with the Red Cross. The academy has used Shriner’s Hospital in Sacramento and the University of Pacific’s Pharmacy School to show what is involved with specialized treatment and advanced education. In addition, we partner with Delta College’s nursing program to have their students visit our campus to do presentations about different diseases and disorders as part of their program requirements.</p> <p>-The academy follows the CTE Curriculum Standards and specific standards that are established for the Patient Care Pathway. The courses we provided are aimed to achieve the seven standards listed, such as academic, communications, career planning and management, technology, problem-solving and critical thinking, health and safety, responsibility and flexibility, ethics and legal responsibilities, leadership and teamwork, technical knowledge and skill, and demonstration and application. In addition, the academy has an active HOSA - Future Health Professionals, which is a global student-led organization that promotes career opportunities and enhances the delivery of quality health care to all people.</p>	<p>Health Careers Syllabus</p> <p>Hospital Occupations Syllabus</p> <p>Human Diseases and Disorders Syllabus</p> <p>HCA Student Contract</p> <p>Lodi Unified Course Catalog Academy Description</p> <p>Lodi Unified Course Descriptions</p> <p>Guest Speakers/ Presentation Sample</p> <p>Health Career Academy course offerings</p>
<p>Specialized Courses: A variety of specialized courses are also offered at McNair HS. Although these courses are not standards-based, they offer students relevant learning experiences in which they are able to enhance their academic, leadership, and personal skills. The curriculum in these courses enables students to explore the components of McNair's Mission and Vision statements and SLOs.</p> <p>AVID: AVID elective courses at all grade levels are designed to prepare students, in an academic context, for entrance into four-year colleges, with emphasis on analytical writing, preparation for college entrance and placement exams, college study skills, and test-taking, oral language development, note taking, and research. The AVID course features tutors and college students, who lead discussions and analysis of the academic subjects in which the students are enrolled. AVID: Provides students in the middle with support and study skills for a rigorous curriculum. This supports all academic standards. (class schedules)</p> <p>AVID students are enrolled in college and career pathways and encouraged to take advanced placement courses. It provides awareness for the students of different types of careers and the education needed to pursue a specific career. (College visits, guest speakers, use of a career center) AVID instructors incorporated learning skills strategies within their AVID classes. AVID instructors use WICOR “strategies” to help students achieve academic standards.</p> <p>Conflict Mediation: Conflict Mediation is a program that uses trained student facilitators to help resolve student problems. During the time they are enrolled in the class, students work closely with the program coordinator and</p>	<p>AVID Evidence:</p> <p>McNair AVID Curriculum Map (contains links to lessons and activities)</p> <p>Conflict Mediation Contract</p>

<p>administration. The ultimate result is an improved self-concept among team members and an overall improved atmosphere on campus. Students enrolled in the program should have a history of demonstrated responsibility and a willingness to help others.</p> <p>Link Crew: Link Crew is a team of upperclassmen who mentor the freshman class and run Freshman Orientation to welcome and acclimate freshmen to their school. They provide educational and team-building activities in the freshman state requirement classes (drug/alcohol/tobacco awareness, anger management, making positive choices, etc.) and a social activity each semester. Leaders also meet one-on-one with their freshmen each semester. This program is geared towards individual student success on an academic and personal level.</p> <p>Seminar 101: This course is designed to help students understand the importance of academics and to build a solid foundation of skills such as self-analysis, time management, goal-setting, decision-making, career research, financial literacy, and planning for the future. Every student will leave this class having completed a 10-Year Plan that includes their high school plans along with post-secondary options.</p> <p>Student Government: This course is designed to meet the needs of the Student Leadership Team. All assembly persons and student body officers are required to enroll in this course once elected. The course concentrates on legislative procedures, basic concepts of the democratic process, team building, special projects & developing leadership skills, parliamentary procedure, management, communication & decision-making.</p> <p>JROTC: This course includes classroom instruction and lab instruction in the history, customs, traditions, and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values, and attributes.</p> <p>Student Success: This course is designed to ensure the academic success of students throughout their high school years.</p>	<p>Link crew Syllabus</p> <p>Seminar Syllabus</p> <p>Student Government Handbook Student Activities Page</p> <p>INSTAGRAM: @MCNAIREAGLES TWITTER: @MCNAIREAGLES</p> <p>Student Success Calendar</p>
<p>Variety of Programs, Full range of choices, Accessibility, Real World Experiences: As detailed above, McNair offers a full range of courses that provide appropriate courses for all students, including Intervention/Support Programs, Academic/Vocational Programs and Accelerated Programs. Our programs not only meet graduation and college prep requirements, but are also embedded in the curriculum of most of our courses are real-world applications/experiences.</p> <p>As a way to ensure that our students are able to make appropriate scheduling choices and pursue a full range of realistic college and career and/or other educational options, our counselors do grade-level presentations and then offer in-class one-on-one counselor planning time. Teachers advertise their Advanced Placement, honors, CTE, and elective programs. Students are required to have their schedule choices signed by a parent/guardian before their counselor meeting to discuss their choices. A formal District Credit Evaluation is performed early during students' senior year in order to ensure that each student is on track to meet graduation requirements and other post-secondary school plans.</p>	<p>Scheduling Presentations and Course Selection Sheets</p> <p>Course Catalog</p> <p>Board adopted course outlines</p> <p>Master Schedule</p> <p>College Board- AP Central</p> <p>Bell schedule</p>

<p>New this year is our Student Success Period. During this time, teachers will review transcripts and help students with appropriate course selections based on individual student goals.</p>	
<p>Student-Parent-Staff Collaboration: McNair HS fosters Student-Parent-Staff collaboration in a variety of ways. In the 8th-grade year, students tour our campus led by our Link Crew. They are introduced to the programs, classes, and extracurricular opportunities on our campus. Parents are invited to an 8th-grade parent night to do the same. Counselors meet with incoming freshmen to make sure they have selected and are placed in the appropriate courses. All freshmen either take Seminar 101 or AVID (Seminar curriculum is embedded). During that time they create a 10-year plan.</p> <p>-Our counselors hold a monthly Coffee with Counselors meeting. One topic covered is: COMMON CORE for parents- pathways to graduate and beyond. This is a way to continue a parent partnership in the child's educational plan/goals. Each subsequent year, our counselors meet with each grade level to introduce courses followed by one on one course planning sessions. Students are encouraged to schedule a meeting with their counselor to discuss life, goals, and academic progress.</p> <p>-Specialized plans: SST meetings are conducted as needed. IEPs and 504s are provided to each teacher and meetings are held routinely. SPED Case Managers conduct parent/guardian contact via telephone, email, in-person, mailer, and progress reports.</p> <p>-Parent/Guardian contact occurs in general education classes. Parents have access to district emails and are also encouraged to access Aeries to keep track of student progress.</p>	<p>Coffee with Counselors</p> <p>Concerts and Art Shows; Collaborative Student showcase within VAPA</p> <p>SPED Individual Educational Plan meetings with staff and parents/guardians. Yearly, Triennially, and Review as appropriate.</p>
<p>Post High School Transitions: McNair HS has several programs and strategies to facilitate transitions to college, career, and post-secondary High School Goals. Some of the programs highlighted above include AVID, HOSA, VAPA Pathways, and our CTE courses.</p> <p>- Our Special education departments provide IEP 2-page transition Plans, as well as a Virtual Job Shadowing program.</p> <p>-We offer Dual Enrollment courses that help in the transition to college, providing free college-level courses while still in high school.</p> <p>-Naviance is used as a supplemental resource by some teachers to help students plan for their future. Counselors highlight Naviance also as a tool for students to research colleges, scholarships, and track their data.</p> <p>-McNair’s College and Career Center provides information such as admissions criteria for the UC and CSU universities, SAT/ACT program planning, and scholarships/financial aid. The College and Career Center has information online available to students on the McNair website.</p>	<p>B2.4 Evidence</p> <p>Naviance</p> <p>Dual Enrollment</p> <p>McNair grads on staff McNair grads returning for presentations/tutoring (AVID)</p> <p>College and Career Center</p>

ACS WASC Category B. Curriculum Strengths and Growth Needs

Areas of Strength

1. All core classes have curriculum aligned with the most current framework and California State

Standards.

2. Curriculum across subjects offer differentiation to ensure that all students can access grade-level material.
3. Adopted curriculum provides a variety of pathways for students to meet A-G requirements as well as explore career pathways based on their interests.

Areas of Growth

1. Teachers across curriculums need more training on newly adopted curriculum to help them adapt their current teaching methods to better integrate the materials and assessments to improve student outcomes.
2. As content across curriculums offer opportunities for cross curricular learning, teachers need time to collaborate with other departments to identify curriculum overlap and develop shared learning opportunities.
3. Departments need time to refine non-CP curriculum to ensure course expectations meet the needs of their students and provide skills for students on a career pathway.

Next Steps within the schoolwide action plan/SPSA.

1. Administration will work with the district, Professional Development Department, RBET staff, and use supplemental funding to provide professional development based on department needs. This would include site-based PDs, outside professional development, and connecting struggling teachers with RBET professionals as needed. The Leadership Team will look at the beginning of the school year site based PD time and recommend professional development based on department needs. Administration will provide release time for subjects/teachers requesting extra professional development of the newly adopted curriculum.
 2. Growth areas 2 and 3: Common Planning Time (CPT): The Leadership Team will revisit the PLC process used during CPT time. The Leadership Team will determine a process for assessing department needs for professional development and support. They will revisit the CPT time structure and work to determine an effective structure for CPT time use. Allowing for a designated time for cross-curricular collaboration, vertical alignment, refining Non-CP curriculum, and increasing CP rigor to better align with honors and AP classes.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - Develop a Student Success Curriculum that focuses on data-determined student needs (SEL, PBIS, Academic Intervention), develop a set of systematic interventions to meet student needs (MTSS), and develop a process to review data as a way to determine the success of our Student Success Program.
 - Continue to improve communication with all stakeholders to further develop parental and community partnerships.
 - Continue to engage in professional development to strengthen curriculum use, instructional strategies, assessments/feedback, and technology integration.
 - Continue to build PBIS with a focus on decreasing the time students are out of class (tardies and out of class without a pass).
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
We did not identify any additional student learner needs.
-

Ronald E. McNair HS
Chapter 3: Focus on Learning
C: Learning and Teaching

C1. Student Engagement 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 in an equity-centered learning environment.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion: All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Overview: The staff at McNair HS strives to provide students with challenging and relevant instruction. We do this through differentiated instruction to meet the diverse needs of our students. McNair HS staff has examined the effectiveness of strategies used to engage students in challenging and relevant work. Teachers have done informal classroom observations and examined examples of student work. McNair teachers utilize multiple instructional strategies that require students’ active involvement in their learning, including critical reading and writing, discussion, collaborative activities, cooperative learning, hands-on activities, projects and presentations. McNair teachers create learning experiences that challenge, interest, and motivate students, while using a variety of materials, resources and technology to enrich the learning experience. You will see these strategies and resources highlighted below.

Findings	Supporting Evidence
<p>Background: Technology shift: In March 2020, McNair HS administration and faculty devised and adopted a plan to use the Google G-Suite for Education (now rebranded as Google Workspace for Education - October 2020) and other applications to instruct and connect with students using Social Distancing due to COVID-19. Students use a variety of devices to access their Google Classrooms to communicate and collaborate with both their teachers and their fellow classmates in and out of the classroom. Our staff is trained and experienced in instructional strategies. Our faculty has also recognized that we need to improve our professional development by incorporating Google Classroom into our curriculum. Have the ability to increase the technology used both in our classroom and at home to better prepare our students to enhance their productivity.</p> <p>-As mentioned in our curriculum self study, McNair HS offers all students the opportunity to take challenging courses throughout high school, so long as students meet the prerequisites for the courses in question. On campus, we offer college preparatory, honors, advanced placement, and dual enrollment course options in various subject areas. Counselors, advisors, and teachers speak with every student in order to provide them with high school course options that will meet college admission eligibility requirements for Community Colleges, CSU’s and UC’s. Students who wish to explore private schools and/or out of state schools can meet with a counselor to let them know where their college interests lie. This usually requires multiple meetings and research on the counselors’ part. Since most colleges and universities have recently waived the ACT/SAT testing admissions requirement, students will need to research testing requirements for specific private schools to which they will apply. All AVID students take the PSAT exam, and they take the SAT or ACT as needed for admission. Parts of college admissions eligibility requirements are to have accumulated extra-curricular activities during high school. Doing so will increase a student’s</p>	<ul style="list-style-type: none"> ● Master schedule design and ● Section allocations ● Special Education course lists ● Honors/Advanced/AP/C TE ● Dual enrollment courses ● Student Course requests ● Four-year course planning ● Annual student/counselor meetings ● AVID recruitment/application processes ● ELD Benchmarks (ELPAC/MAPS/CAASPP) ● Dual/Concurrent Enrollment Recruitment

<p>chances of having their admissions applications approved. RMHS offers a wide range of vocational education classes and CTE classes on-campus and at Lincoln Tech. These meetings help in the understanding of overall learning expectations to meet each student's individual goal.</p> <p>-Along with students knowing the bigger picture learning expectations of college admissions, McNair teachers work to make sure learning expectations are clear for the learning expectations within each classroom. Most teachers display the objective/learning expectation of the day on their boards.</p>	
<p>Challenging Learning Experiences for diverse needs: All students are engaged in challenging learning experiences in all subject areas. To ensure that all students are engaged in a rigorous, relevant, and standards-based curriculum, teachers adapt the content and strategies to fit the needs of their students. Teachers collaborate within their departments, across departments and special populations to develop curriculum and strategies to support student learning and success.</p> <p>-General education teachers collaborate in the monitoring of students' progress and collaborate with case carriers in various content areas. To facilitate success, each teacher communicates with RSP students to modify work based on the students' needs and paraeducators push into classrooms, monitoring student progress and providing support and services in accordance with each students' IEP. SPED case carriers have been assigned to students identified as needing individual support, so they are able to monitor and assist in instruction for these students.</p> <p>-The English Language Development Program (ELD) student population represents approximately 19.4% percent of the total student population at McNair High School. The staff is committed to working with this population of learners using a variety of strategies and interventions, including sheltering students in content area classes, and offering English Language Development (ELD) classes for: emerging (ELPAC 1), low and high expanding (ELD 2/3), and bridging (ELD 4) learners.</p>	<p>Master Schedule English Learner Data with ELPAC Scores</p>
<p>English Department:</p> <p>Challenging and relevant learning experiences: All McNair students are required to complete four years of English. The English Language Arts (ELA) Department offers Honors courses to students in grades 9 & 10, and AP courses at the 11th and 12th grade levels (AP Language and Composition and AP Literature and Composition). Students also have the opportunity to take more focused courses such as Dynamic Literacy of Patient Care, Ethnic Studies, and the CSU Expository Reading and Writing Course. Dual-enrollment opportunities are available for 12th grade students who demonstrate collegiate readiness. All students have access to the Honors and AP curriculum, should they choose to enroll in those courses.</p> <p>-The master schedule provides opportunities for students needing intervention through Read 180, Support, and ELD courses. These courses provide strategic instruction to assist students in meeting grade-level standards.</p> <p>-Implementing the ERWC course ensures that students at all levels of learning are analyzing and writing in order to show a higher level of thinking. Students are annotating and drawing conclusions from varied types of text; video, art, informational, historical, etc.</p> <p>-Throughout the English department, grade level teams collaborate and work together to share best practices, create shared pacing guides, and design common</p>	<ul style="list-style-type: none"> ● StudySync Designated ELD lessons ● Newcomer's Handbook ● TBEAR Common Assessment Forms ● Common Scoring Activities ● Parlay lessons and activities ● Sample Parlay Roundtable (Mental Health Days) ● Parlay Roundtable for Romeo and Juliet ● Note Taking strategies ● Prove-It lessons ● Says Means Matters evidence-gathering graphic organizers ● Persuasive appeals lessons ● Ethos Pathos Logos Notes ● Ad Project ● Peer editing activities ● On-Demand Essay Reflections and Self-Assessments

<p>assessments.</p> <p>-To ensure that all students have thought-provoking learning experiences, the English department uses a variety of instructional activities for each unit. In many of the English classrooms you will see various types of rigorous assessments in order to gain an understanding of a student’s knowledge: Critical thinking projects, Speeches, Multiple choice tests, Essays (formal, informal).</p> <p>-Resources, including technology such as Promethean boards and document cameras, provide experiences beyond the textbook and classroom. Teachers also use a variety of media, including YouTube videos, TED Talks, and documentaries for instruction and analysis.</p>	<ul style="list-style-type: none"> ● TPCASTT poetry analysis ● Timed Writes ● Process Papers ● Padlet Discussion Boards ● SOAPStone activities ● Annotation activities ● “Sympathy” Annotation ● Close reading of expository and literary texts ● Empathy Article Response ● Teens in Love Article Response ● STEAL Character Analysis ● Oral presentations ● Socratic Seminar ● Reading Apprenticeship ● Sample reading log
<p>Math Department:</p> <p>Challenging and relevant learning experiences: Students are required to take and pass 2 years of math to graduate. Students are encouraged to take 3-4 years of College Prep (CP) math to meet the A-G requirements for CSU/UC college admittance, which includes but is not limited to Integrated Math 1, 2, 3 and Personal Finance. Advanced classes like Precalculus, AP Calculus, Statistics, and AP Statistics are offered for students to take. Intervention classes are offered such as High School Math, High School Math A, and High School Math B, to help students prepare for grade level/college prep classes and/or meet the graduation requirements.</p> <p>-To address student learning outcomes, students are asked to think critically and create meaning through application and problem solving activities. This can happen through classroom lessons or through Delta Math, which is an online program used by many teachers. Through Delta Math, students are able to see what topics/standards they need to work on and have unlimited opportunities to practice each skill. This supplemental program enables teachers to address unfinished learning, as well as bring students up to grade level.</p> <p>Teachers use a variety of strategies to actively engage students and emphasize creative and critical thinking skills and applications: For example, most classes use cooperative learning. Students in CPM math classes are grouped into 4s or 2s. Group discussions are expected from each team to discover the main idea, instead of direct instruction. Other strategies used in most classes include Think-Pair-Share and Red Light, Green Light. Students’ outputs from group discussions include posters. CPM introduces new topics with a discovery problem as a springboard to the lesson, where students can explore and theorize what strategies can be used to solve the problem.</p> <p>-Many teachers address common student errors as a class, so that all students can learn from the mistakes made. Many teachers allow retakes on quizzes and/or tests and have a process of addressing mistakes on quizzes and tests before taking the retake. Many teachers use graphic organizers, notebooks and foldables to help organize student learning. Areas of Growth: Some feedback is given on quizzes and tests, but it could be more constructive.</p> <p>-Experiential Learning: There are many problems in CPM that encourage</p>	<p>Lodi Unified School District Graduation Requirements</p> <p>Master Schedule</p> <p>Math Placement Flow Charts</p> <p>Math Textbooks and Standards</p> <p>Math Evidence Folder</p> <p>Discovery Problem example from CPM lesson</p> <p>Example of Graphic organizer / Foldable</p>

experiential learning (exploring), but more can be added into our lessons. Resources, including technology and experiences beyond the textbook and classroom include each classroom includes a Promethean Board. Through the Promethean Board, some teachers deliver content using Pear Deck, where they can ensure student participation and receive immediate feedback on student progress. With the CPM e-tools, students are able to visualize the concepts being taught and investigate concepts and solidify their understanding. Some teachers have recorded their own video lessons, so that students have access to the lessons, and they can access the information at their own pace and in their preferred language. Online general programs such as Kahoot, Edulastic, and Quizizz, and online math programs such as Desmos and DeltaMath allow us to assess student understanding and provide immediate feedback.

-Area of Growth: We have one teacher piloting a Standards Progress Tracker in Integrated Math 1 (IM1). Each student has a sheet outlining the essential standards that the students must know by the end of the chapter. We will be using Common Planning Time to incorporate this practice into all of our IM1 classes and work at expanding it into all of our IM classes.

-Differentiation: All math teachers have received training in our curriculum and have opportunities to attend professional development at the district and county level. Some of the recent training options have included the Math Language Routines, incorporating SEL activities into the classroom, and utilizing technology such as Desmos, Jamboard, and Pear Deck. Teachers are prepared to teach to all levels and have completed training on how to reteach and scaffold instruction to better reach all students.

-Technology is a big component in all math classes on campus. Prior to and during distance learning, online tools such as Desmos, Delta Math, Quizizz, Google Forms, and Edulastic are great ways to incorporate math activities and assess student learning. Students also take common benchmarks and/or semester finals on Illuminate DNA. Students also have access to the online ebook (textbook), which has a Desmos calculator embedded into the book. The use of graphing calculators is also heavily used in many math courses. For example in Integrated 1, students understand how to find the line of best fit and create a residual plot. In Integrated 2, students will use calculators to graph parabolas and complete trig (sine, cosine, and tangent) problems. In Integrated Math 3, students use graphing calculators to visually see the transformation of parent graphs.

-Students have the opportunities to demonstrate their critical thinking while assigned in groups. Some examples include drawing a picture in Desmos using their knowledge of transformed functions, domain and range. An additional critical thinking description by course can be found [here](#).

The variety of materials that math students use in class include white boards, chromebooks, graphing calculators, DESMOS, google classroom, CPM textbook, Google Forms, Edulastic, whiteboards, PearDeck, edpuzzle, IllustrateMath, Delta Math, Notebooks and class toolkits. [Additional resources](#).

-The CPM curriculum incorporates many real world problems and activities. It also focuses on the 4 C's (critical thinking, collaboration, communication, and creativity), which are crucial skills for students as they move on in life after high school. When teaching different topics in math, we relate content to how it could

[Example Pear Deck](#)

[Math e-tool](#)

[Example video lesson](#)

<p>be applied to real-world jobs.</p> <p>-In our Personal Finance and Consumer Math courses, students participate in projects and understand the importance of budgets, as well as gaining the understanding of taxes. These classes are designed to prepare students for the real-world responsibilities and expenses after high school.</p>	
<p>Science Department:</p> <p>Challenging and relevant learning experiences: MHS students are required to take 2 years of science to graduate from high school. Additional science courses electives and AP courses are available.</p> <p>Strategies to actively engage students and emphasize creative and critical thinking skills and applications: At McNair HS, Science teachers use a wide variety of strategies to engage the students to develop critical thinking and the ability to support their findings.</p> <p>-A few of our teachers are working to convert POGIL (process oriented guided inquiry learning) exercises into PearDeck format, where formative assessment of student understanding is captured in real time. These teachers have found it effective for monitoring student progress toward mastery of the standards.</p> <p>-A variety of hands-on experiences are provided for all levels of our students, including lab experiments, which are differentiated across the scope of science courses. One of the goals of science education is for students to be able to design and conduct experiments independently. Younger students will use scaffolded lab experiments with pre-defined procedures. As students progress through the range of science courses, they are expected to take a greater role in planning aspects of their experiments. At the AP-level, students will be able to be given a question and a set of equipment and fully plan and conduct experiments on their own.</p> <p>-Students make models to demonstrate their understanding of science concepts and processes.</p> <p>Resources, including technology and experiences beyond the textbook and classroom: Interactive boards, virtual labs, pHet, Gizmos, simulations, laboratory equipment, videos, Learning Management System (Google Classroom), field trips, and EdPuzzle.</p>	<ul style="list-style-type: none"> ● Science Student Strategies Folder ● Model examples: Levels of organization ● Energy Level/ energy transfer Pyramid model ● Marine Biology Field trip to Monterey Bay Aquarium ● Google Classroom
<p>Social Science Department:</p> <p>-McNair Social Science Department provides challenging and relevant learning experiences in many ways. The department offers seven AP classes. AP classes provide college readiness. McNair students are provided an opportunity to take CP Psychology and Sociology as electives. Tutoring for social studies is also provided in the After School Program. Students are offered an American Law class to learn about the American justice system. Social science classes incorporate current events into most of our classes, particularly Geography and Government/Economics, and tie historical movements, like populism and imperialism, to modern day issues.</p> <p>-McNair AP courses provide opportunities for students to research and analyze various topics. AP Psychology students are asked to research and teach a unit within the AP Psychology course.</p> <p>-Social Science Projects- All College Prep courses derive their instruction and activities on agreed upon essentials. All World Geography students complete a</p>	<p>AP Psychology AP Microeconomics AP Macroeconomics AP United States History AP United States Government AP European History AP Human Geography</p> <p>AP Psychology Personality Portfolio</p> <p>Country Report Pop Culture Project</p>

<p>country research project at the end of the semester. Students choose a country to research based on the five themes of Geography and present to their peers. In World History, students are working on various projects for each unit ranging from Stanford History Education Group (SHEG) Document Based Questions to French Revolution simulations. United States History incorporates various opportunities to connect historical events with current events. Observing students making the connections encourages their understanding of how history relates to current events. Government and Economics students work on various projects ranging from Business Plan Projects to current events.</p> <p>-Most teachers provide a daily agenda that focuses on what the daily assignments are. Included in these agenda items, some teachers add daily opener questions or quizzes to engage students in classroom discussion.</p> <p>-Pearson SAVVAS interactive materials - Students in Government, Economics, United States History, World History and World Geography utilize the Savvas interactive activities to analyze pictures, graphs, political cartoons and maps. The Savvas interactive materials are connected to the textbook and are used as enrichment assignments in class.</p> <p>-All McNair teachers engage in two professional learning days to encourage teachers to learn new strategies we can incorporate into our classes. All McNair Social Science teachers collaborate each Wednesday, working together to learn new strategies and discuss best practices.</p> <p>-Strategies to actively engage students and emphasize creative and critical thinking skills and applications: Teachers provide common exams and activities for each chapter/topic that focus on California State Standards. Students must display specific skills at each grade level.</p> <ul style="list-style-type: none"> ● 9th grade Geography students are expected to be able to identify maps, research and analyze academic resources, and build presentation skills. ● 10th grade World History Students are expected to analyze primary and secondary sources. The Stanford History Education Group (SHEG) provides many activities that the history department has adopted as part of our curriculum to analyze and write about historical events ● 11th grade US History students are expected to be able to write and analyze about controversial historical events using SHEG activities ● 12th grade Government and Economics students are expected to display skills in analyzing current political and economic affairs using Project Based Learning (PBL), i-Civics, NGPF.org <p>-To help engage with students, some social science teachers utilize digital tools outside of the Pearson Savvas Digital Tools. These programs allow students to interact through a digital platform with the curriculum. Research and Current Event Projects, Stanford History Education Group, Documents Based Questions, Rubrics.</p> <p>-Resources, including technology and experiences beyond the textbook and classroom: Savvas-online text + digital resources, Google Classroom, Pear Deck</p> <p>-To assist students' connection to career readiness, many McNair Social Science Government/Economics teachers incorporate guest speakers from local Tech Colleges.</p>	<p>AP Psychology Daily Agenda</p> <p>AP Psychology Course Description</p> <p>Current Event</p> <p>Admin observations</p> <p>SHEG DBQ Material</p> <p>SHEG DBQ Material b</p> <p>https://app.peardeck.com/</p> <p>https://kahoot.it/</p> <p>https://www.blooket.com/</p> <p>Google Docs and Forms</p>
<p>Special Education Department:</p>	<p>● Portfolio/Formal</p>

<p>-To ensure that all students are engaged in a rigorous, relevant, and standards-based curriculum, teachers adapt the content and strategies to fit the needs of their students. Teachers collaborate within their departments, across departments and special populations to develop curriculum and strategies to support student learning and success. General education teachers collaborate in the monitoring of students' progress and collaborate with case carriers in various content areas. To facilitate success, we use a collaborative push in model to monitor student progress and provide support and services in accordance with each students' IEP. Special Education teachers support inclusion in all academic areas.</p> <p>-Study Skills, SDC, and Intensive Intervention (II) classes provide assistance in meeting the content standards and mirroring similar experiences that general education students engage in. Due to the variety of student levels, differentiation is utilized to ensure access to the curriculum. Students with an Individualized Education Plan (IEP) can be integrated into the general education environment to access the curriculum and experiences as per their needs/abilities outlined in the IEP.</p> <p>-General education teachers differentiate instructional activities by accommodating needs or modifying the curriculum for students receiving Special Education services. Accommodations and modifications outlined in the IEPs are provided to all teachers to identify student needs, via the "IEP at a Glance" forms.</p> <p>-The Special Education Department provides an array of student centered instruction that promotes creative and critical thinking as evidenced in examples of student work.</p>	<p>Assessment/ <ul style="list-style-type: none"> ● Career Awareness ● Student presentation to staff on reflection of the year. Yearly IEP goals documentation. ● Lodi Career Connections ● Four-year course planning (IEP) ● Annual student/counselor meetings ● Quarterly Progress Reports ● Writing Goal ● Student participation, engagement, and formal & summative assessments. ● Summative Assessment/Final ● IEP objectives documented. </p>
<p>World Language Department:</p> <p>Challenging Learning Experiences: In the World Languages department, students are brought back to the very building blocks of communication. Students use multiple modalities to attain achievement in the four components of language: reading, writing, speaking, and listening. McNair students are challenged rigorously to alter their language structure that they built in their childhood. In doing so, they not only learn to speak and write in another language, but also explore the structure, origin, and culture of the language. The World Language Courses offered are French 1-3, Spanish 1, 2, 3, and AP Spanish Language and Culture.</p> <p>-Additional support is available for students struggling in language courses. After school tutoring is available by appointment with teachers for Spanish and French. Spanish has tutoring available every Monday and Thursday after school for an hour.</p> <p>-Student Understanding of Learning Expectations: For all language courses, students are assessed according to the State Standards for foreign language, and they complete challenging tasks, including: writing, memorizing, and presenting stories.</p> <p>-To assist the students in feeling like a part of the culture, some teachers allow students to use names that are familiar to the language that they are learning. Authentic reading, writing and listening materials, Enhanced real world application lessons.</p> <p>-To enhance oral, listening, reading, and writing skills, students are involved in the</p>	<p>Master Schedule Students Notebooks Google Classroom Classroom set-up AP Central-for AP students Recorders-for AP students</p> <p>World Language Instructional Strategies</p> <p>Spanish Speaking Country Project.</p> <p>Student FlipGrid video Prepositions of place.</p> <p>Links for French student Strategies: RFI 1jourlactu Edpuzzle</p>

<p>following activities: Group discussions, Skits and role-playing activities, Interactive games, Daily oral practice, Story telling, Guided practice, Vocabulary-building activities, Song and Dance activities, Essay and story writing, Reading literature, and Authentic audio recordings of Native Speakers</p> <p>Instructional Strategies: To guide students toward understanding and language fluency, teachers use a variety of instructional strategies. See list Here.</p> <p>-Students use technology to present a computer software-based presentation to the class. Videos are used to allow students the opportunity to enhance their listening and comprehension skills. Music, cultural artifacts, and the internet are used to enhance learning. Some teachers assign projects that require students to access technology for research and presentations.</p> <p>-In addition to textbook based activities, for our French classes: See strategies Here.</p> <p>-Rfi Radio France International graphic novels/audio novels for French learners is a way we are able to work with some of our French classes in an exciting way. We are able to direct learning around a graphic novel and blog, with interactive worksheets that focus on comprehension and grammar topics as well as cultural comparisons.</p>	<p>studyspanish.com</p>
<p>Physical Education Department:</p> <p>-Challenging and relevant learning experiences: MHS requires two years of physical education to graduate high school. We provide various learning experiences through a variety of classes, such as weight training, team sports and PE 1 or 2. These provide challenging experiences for all students, as it builds their confidence and knowledge and creates lifelong movers.</p> <p>Strategies to actively engage students and emphasize creative and critical thinking skills and applications: To actively engage students, we create a positive learning environment for students to learn new skills through organized drills. Teams create critical thinking skills by working together in organized games. Through observing students' interactions, it has proven to be effective in engaging students in critical thinking. Growth areas for students are: staying motivated, being on task and staying conscious about a healthy and balanced lifestyle.</p> <p>Resources, including technology and experiences beyond the textbook and classroom: Resources used are google classroom for video tutorials on various skills and shared powerpoints. Experiences beyond the classroom include lifelong movers and knowledge of exercising with various life long skills.</p>	<p>PE Requirements</p> <p>California Education</p> <p>Classwork</p> <p>Creative Lessons</p> <p>Google Classroom</p>
<p>VAPA Department:</p> <p>Challenging and relevant learning experiences: We offer a variety of classes such as Art 1-3, Ceramics 1&3, Graphic Design 1&3, Sculpture, Photography 1&3 and Photography AP. VAPA students are challenged to experiment with a variety of mediums and art forms to complete self-directed projects.</p> <p>-Visual Art students are taught to create either a physical portfolio or digital portfolio for all Art courses. Graphic Design, Photography, and Sculpture classes students create a digital portfolio. Building their portfolios allows for students and teachers to see their artistic growth. By their senior year, students are able to showcase their work during our annual Senior showcase.</p> <p>-California content standards and SLO's are fully incorporated into the curriculum.</p>	<p>California Arts Standards</p> <p>VAPA Society Pathway website</p>

<p>Students are required to complete 10 credits of VAPA (or foreign language or CTE) courses to graduate. Several electives and AP classes are also offered. Strategies to actively engage students and emphasize creative and critical thinking skills and applications: Some students engage in classroom discussions while others analyze art works and performances.</p> <p>-Music students study and perform challenging music from all musical styles and time periods. Band, Choir, Orchestra, and Piano students are individually tested on their music and receive immediate feedback. Performance classes participate at various local competitions, athletic events, and performance events. Theater, Ceramics and the Art Showcase provide students with the opportunity to apply the knowledge and skills that they are developing in the classroom.</p> <p>Resources, including technology and experiences beyond the textbook and classroom: Technology is used in many areas of VAPA, especially graphic design. Ceramics uses modern tools and medium-specific tools to enhance student learning. Visual arts courses use videos and computer software-based presentations to display and discuss pieces of artwork. Performing arts courses use videos or performances to assist students in analyzing their performance and assessing their skills individually and as a group.</p> <p>-Visual Art classes require students to critique artists' works of art. Students write a critique essay once a week. Art 2 & 3 use critical thinking to discuss their peers' art work during classroom critiques.</p>	
<p>CTE:</p> <p>Challenging and relevant learning experiences, Strategies to actively engage students and emphasize creative and critical thinking skills and applications: Our Computer Science courses incorporate a multitude of challenging learning experiences. These include:</p> <ul style="list-style-type: none"> ● Problem Solving as a way of introduction to the field of Computer Science framed within the pursuit of solving problems resulting to innovation ● Web Development wherein students learn to create their web pages using HTML/CSS code ● Web Animation wherein students learn to create interactive graphics and animation using the Python language and concurrently become familiar with programming concepts ● Physical Computing wherein students explore the role of physical devices in computing ● Artificial Intelligence wherein students are introduced to machine learning and can explore how data (lots of data) can train an AI machine ● Internet and Networking wherein students explore what internet protocols are and how they work to connect billions of devices and people in the world ● Systems Thinking <p>Health Occupations courses focus on how to apply appropriate technical skills and academic knowledge. Examples include planning, scheduling, organizing and staffing multiple community campus blood drives. Students participate in Oral Presentations, practicing role playing, work through scenarios of patient interaction, Emergency Preparedness, CPR, and participate in Mock Interviews. Consumer Foods and Culinary Arts: Instruction includes planning, selecting,</p>	<p>11 Elements of High Quality CTE - CA Plan for CTE.pdf</p> <p>List of Work Based Learning (WBL) community classroom sites</p> <p>Computer Science problem solving examples and system thinking example assignments</p> <p>CTE Career exploration</p> <p>CTE Presentation</p> <p>CTE Presentation Slides</p> <p>CTE Notes</p> <p>Personal Hierarchy of Needs assignment</p>

<p>storing, purchasing, preparing, testing, serving and selling of quality food products. Additional study areas include nutritive values, safety and sanitation, use and care of commercial equipment, management of food establishments, cost and profitability analysis. Students develop and demonstrate competencies while operating the on-site restaurant, Eagle Café.</p> <p>-Resources, including technology and experiences beyond the textbook and classroom: Promethean boards, Microbit technology, Web Development technology, Mobile app technology, guest speakers from the industry, Patient Robot Simulators, blood pressure cuffs, EKGs, CPR and AED equipment for basic life support.</p>	<p>Personal Hierarchy of Needs presentation</p>
<p>ELD:</p> <p>Challenging and relevant learning experiences: The English Language Development (ELD) Department has a strong positive presence at McNair High School. From the moment a new English learner enrolls at our school, we have a process in place to ensure that they are placed in classes that will most ensure their success and are given supports that will encourage them to learn as much as they can. The following steps are taken to ensure that our English learner students are involved in challenging learning experiences:</p> <ul style="list-style-type: none"> ● Initial and ongoing assessment to ensure proper placement of students. New students complete the Reading Inventory test, and their Lexile, along with their Language Status, previous ELPAC scores, transcripts from other schools, and ultimately a one-on-one conference with the student are taken together in deciding which English class will be right for them. English learners also complete the Initial ELPAC test within 30 days of enrollment. At the end of each marking period, students are reevaluated on their progress on the Reading Inventory, as Lexile is one of the three criteria for being reclassified as Fluent English Proficient. In the spring, teachers conference with English learners in preparation for the summative ELPAC test, going over previous scores and individual students’ progress towards redesignation. Students who are level 1 and 2 English learners are placed in Reading Intervention with English Language Development Year 1, while more long-term English learners who still struggle in reading with Lexiles below 800 are placed in Reading Intervention with English Language Development Year 2. Students who are approaching redesignation with levels 3 or 4 take their grade level college preparatory English class together with English language support, ensuring they receive their thirty minutes of designated ELD instruction daily. ● Four bilingual para-educators for Spanish, Urdu/Punjabi/Hinko/Pashto, Khmer (Cambodian), and Hmong support beginning level English learners in their general education classes. ● Teachers employ curriculum for our English learners using StudySync ELD, as well as supplemental materials such as the Newcomer’s handbook. They also use the Read 180 program for support in reading instruction. <p>Resources, including technology and experiences beyond the textbook and classroom: Teachers are engaged in ongoing school-wide collaboration through weekly collaboration meetings, daily email, and staff meetings to ensure that students receive academic support and stimulation across the curriculum. English Language Advisory Committee (ELAC) meetings occur throughout the year to</p>	<ul style="list-style-type: none"> ● Master Schedule ● English Learner Placements ● New Student Testing Data and Placement Information ● Bilingual Para-educator Schedule ● Reading Intervention and Language Support courses ● ELAC Meeting Agenda ● StudySync ELD Curriculum <p>Strategies to actively engage students and emphasize creative and critical thinking skills and applications: The ELD department at McNair High School utilizes the following strategies and resources to actively engage students, emphasize higher order thinking skills and help them succeed at higher levels:</p> <ul style="list-style-type: none"> ● Direct instruction ● Collaborative learning ● Performance based assignments ● Project based assignments ● Objective, formative, and performance-based assessments built into instruction ● Visualization ● Contextualization ● Vocabulary building ● Auditory supplementation ● Kinesthetic (hands-on) learning ● Connecting to prior knowledge and student

<p>inform families about happenings at school affecting our English learners and how they can progress towards proficiency in English.</p>	<p>interests</p>
<p>FACS Department:</p> <p>Challenging and relevant learning experiences: Through analysis of FACS student work samples such as projects, group work, cooking and sewing labs, there is evidence of challenging and relevant learning experiences. During labs students work together and/or independently using problem solving skills to explore multiple outcomes for hands-on activities. Students are given real-life situations and projects that they can draw from their own experience and use new skills learned to collaborate and complete their activities with successful outcomes.</p> <p>Students enrolled in FACS courses were shown to be continually using their reading skills to understand the directions for cooking and sewing labs. Students exhibit organization skills across all areas in FACS. These organizational skills are displayed in the student work samples for cooking labs & cookbook projects in Consumer Foods & Life Management courses. In the Fashions & Design course, students keep an organized portfolio with technique samples and assignments. In all classes students are required to maintain an organized and clean work area.</p> <p>Strategies to actively engage students and emphasize creative and critical thinking skills and applications: Project-based learning is demonstrated in several classes and programs. Our FACS teachers continue to use and expand their knowledge of instructional technology such as Google Classroom, which allows teachers to post assignments online, allowing students more access to instruction. Other technology used across all courses in our FACS department include designing with cricut design space, cadworx and palette to be used with machines such as embroidery machines, vinyl cutters, various heat presses, variety of sewing machines and sergers. One of McNair School’s biggest strengths continues to be our electives. McNair offers a wide variety of choices for electives, FACS being a popular choice among students. The hands-on/real life opportunities provided through the FACS courses have a career focus that enhances students opportunities for success outside the classroom.</p>	<p>FACS Standards</p> <p>student strategies</p> <p>Delta Articulation</p> <p>Cricut Design Space Cadworxlive.com Baby Lock</p> <p>Socrative - Student Login</p>
<p>Specialized Courses: (HCA, AVID, JROTC)</p> <p>HCA: The Health Careers Academy (HCA) has specialized courses that are designed to expand a student’s experience, gain knowledge, and prepare a foundation for their future in the health field after high school. There are a total of five specialized courses that are only available to academy students.</p> <p>HCA follows the CTE Curriculum Standards and specific standards that are established for the Patient Care Pathway. The courses we provided are aimed to achieve the seven standards listed, such as academic, communications, career planning and management, technology, problem solving and critical thinking, health and safety, responsibility and flexibility, ethics and legal responsibilities, leadership and teamwork, technical knowledge and skill, and demonstration and application.</p> <p>Resources, including technology and experiences beyond the textbook and classroom: The Health Careers Academy has various medical equipment to help train and provide an environment that students may encounter in the health field such as Medical beds Simulators, ECG Simulators, CPR Simulators and various medical labs.</p>	<p>Health Career Academy specialized classes include: Health Careers, Medical Science & Terminology, Dynamic Literacy of Patient Care, and Health Occupations or Medical Assistant</p> <p>Medical Science and Terminology Syllabus Health Careers Syllabus Hospital Occupations Syllabus Human Diseases and Disorders Syllabus</p>

AVID: AVID is a four-year program where grade level students are put in a cohort and linked with a teacher for all of their high school years. The AVID curriculum consists of strategies in note-taking, inquiry, collaboration, organization, reading, study skills, time management, reflection, and critical thinking. In addition, students research career and college opportunities and financial aid. Students attend college field trips, complete community service hours, and participate in community building activities, such as the Midnight Stroll, collaborative Fun Fridays, and the Wrapping Paper Fashion Show.

JROTC: Our JROTC program focuses on the development of core skills students should master, an appreciation for diversity, and active learning strategies are integrated throughout the course. It also provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. Performance standards are based on those identified in the curriculum for the US Army JROTC.

[McNair AVID Curriculum Map](#) (contains links to lesson plans and pacing)

ACS WASC Category C. Learning and Teaching: Strengths and Growth Needs

Areas of Strength

1. Teachers use a variety of resources and platforms of technology to reach different modalities.
2. Many instructional strategies to engage students
3. Collaboration and sharing within and across subject areas, especially concerning Special Education and English language learners, to make accurate placements and create pathways for student success
4. Opportunities for collaboration among teachers and staff members

Areas of Growth

1. Incorporate SEL strategies to build relationships and community (building capacity for flextime; give relevance to flextime in regular classes.
2. Providing timely and constructive feedback
3. Increasing the level of rigor in college preparatory classes so that students have the skills needed to be successful in AP and Honors courses
4. Recover academic and social learning loss from the pandemic

Next Steps within the schoolwide action plan/SPSA.

1. Developing and growing our Student Success Class is a priority. The next steps include: Conducting a whole school staff meeting to look at answers from the student survey, look at the foundation of the program and how to strengthen it, including attendance accountability, curriculum, and instruction. Create a Student Success Team. This team will look at branding (Student Success vs. Flex time), develop curriculum, present lessons to staff, look at data, present data to staff, and solicit feedback (all stakeholders). The goal is to look at data to determine the effectiveness of the Student Success Program with hopes of being able to expand it to include timely, targeted, and specific intervention. The student

success team will be provided release time to meet regularly.

2. As a way to grow in our ability to provide timely and constructive feedback, the Leadership Team will assess department needs for professional development and support. Specifically in reference to assessment and feedback. Departments will continue to use CPT time to analyze student work and determine student intervention needs. Based on the departments' needs, CPT time will also be used for professional development. The district is currently participating in the Measuring Student Learning Project (MSLP). This is a district wide professional development. Currently administration and select members of the Leadership team have been participating. The Leadership team will be bringing back the strategies learned which will include strategies on how to assess student learning and provide timely feedback.
 3. Common Planning Time (CPT): The Leadership Team will revisit the PLC process used during CPT time. The Leadership Team will determine a process for assessing department needs for professional development and support. They will revisit the CPT time structure and work to determine an effective structure for CPT time use. An effective structure would include a designated time for cross curricular collaboration, vertical alignment, refining Non-CP curriculum, and increasing CP rigor to better align with honors and AP classes.
 4. In addition to growing the capacity of our Student Success time to address academic and social learning loss from the pandemic, we will also use funding as shown in our SPSA to provide APEX (credit recovery) during the school day. Our VP and Counseling department is working to increase the number of students participating in the APEX classes.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - Develop a Student Success Curriculum that focuses on data-determined student needs (SEL, PBIS, Academic Intervention), develop a set of systematic interventions to meet student needs (MTSS), and develop a process to review data as a way to determine the success of our Student Success Program.
 - Continue to improve communication with all stakeholders to further develop parental and community partnerships.
 - Continue to engage in professional development to strengthen curriculum use, instructional strategies, assessments/feedback, and technology integration.
 - Continue to build PBIS with a focus on decreasing the time students are out of class (tardies and out of class without a pass).
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**

We did not identify any additional student learner needs.
-

Ronald E. McNair HS
Chapter 3: Focus on Learning
D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion: The school leadership and instructional staff use effective and equitable 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/SPSA aligned with the LCAP.

Findings	Supporting Evidence
<p>D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.</p> <p>-District and site administrators collect the data for our school wide performance data which includes: CAASPP (California Assessment of Student Performance and Progress), CST (California Science Test), CAA (California Alternate Assessment), ELPAC (English Language Proficiency Assessments for California), and PFT (Physical Fitness Test). Administration facilitates the process of analyzing schoolwide performance data. This process includes administrative meetings in which data discussions occur to develop school wide goals, Leadership meetings to review data, and Staff Meetings in which data is shared with the full staff and can later be discussed in department groups.</p> <p>-In addition to standardized testing data, other performance data is collected and analyzed at McNair, including: Incoming Students Placement Data: Illuminate Test (Math placement), Read 180 Lexile scores, Math: I-Ready, English: I-Ready; these scores are used to help determine placement. Common assessments in Math, English, Social Science, Intro to Programming, and Data from common assessments are analyzed during CPT and used to adjust instruction as needed. Our Special Education department uses the WJ IV (Woodcock Johnson IV) Assessment and IEP Progress Reports for General Education teachers to monitor students' success and review support needed.</p> <p>-Results from the Career & College Readiness test such as, PSAT (Pre Scholastic Aptitude Test), SAT (Scholastic Aptitude Test), ACT (American College Test), AP (Advanced Placement), and A-G requirements, are used by counselors to guide students in determining their college and career goals. Our SPED students are able to participate in a Virtual Job Shadow program to guide them in deciding on college and career goals.</p> <p>-McNair High School uses a variety of means to report student progress. Individual students’ CAASPP testing results are mailed home to parents and students and are available to staff via Aeries. Staff can find other assessment scores through Aeries as well, such as SBAC, CAST, AP scores and ELPAC.</p> <p>D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students’ grades, growth, and performance levels to ensure consistency across and</p>	<p>D1.1 Evidence</p> <p>Student Placement:</p> <p>Incoming Students:</p> <ul style="list-style-type: none"> ● Illuminate Test (Math placement) ● Read 180 Lexile scores <p>Curriculum:</p> <ul style="list-style-type: none"> ● Common assessments in Math, English, Social Science, & Intro to Programming <p>District Benchmarks:</p> <ul style="list-style-type: none"> ● Math : I-Ready ● English: I-Ready <p>State Testing:</p> <ul style="list-style-type: none"> ● CAASPP (California Assessment of Student Performance and Progress) ● CST (California Science Test) ● CAA (California Alternate Assessment) ● ELPAC (English Language Proficiency Assessments for California) ● PFT (Physical Fitness Test) <p>Special Education Assessment:</p> <ul style="list-style-type: none"> ● WJ IV (Woodcock Johnson IV) ● IEP Progress Reports for General Education teachers <p>Career & College Readiness:</p> <ul style="list-style-type: none"> ● PSAT (Pre Scholastic Aptitude Test) ● SAT (Scholastic Aptitude Test) ● ACT (American College Test) ● AP (Advanced Placement) ● Naviance ● Virtual Job Shadow (Special Ed)

within grade levels and content areas.

-As a staff we make sure communication about grades, growth and performance levels in each grade and class is a priority. In order for us to ensure continued communication, we meet weekly in curricular groups to discuss student success. From these meetings, our school has been able to develop modifications, resources, and programs for our students to continue their academic success, no matter their educational level.

-To ensure consistency across and within grade levels many of our courses have placement criteria as well as prerequisites to take the course.

-In our math courses, freshman placement is determined by district placement mandates. Year End-Assessment from middle school via benchmark and CAASPP help place freshmen appropriately in math classes (HSM, Integrated 1, or Integrated 2) at the beginning of their freshman year. Students who do not pass High School Math with a C- or better will be placed in High School Math A/B. Students passing with a grade of A through C will advance to Integrated Math 1. Sophomore, Junior, and Senior students will advance to higher level classes as determined by obtaining a grade of C or better in prior level class.

-Students sign up for science courses of their choosing based upon pathways suggested by the district.

-In Social Science students are placed in classes based on grade level. Freshmen start with World Geography for the first quarter and then shift over to Drivers ED/Health for 2nd quarter (or vice versa). Sophomores take World History. Juniors take United States History. Seniors take Government/Economics. For AP classes, students are placed mostly by choice, often with coordination with the English department. Counselors from the feeder middle schools help recommend students who might be ready for AP Geography. The AP path then leads to AP European History Sophomore Year. The following year as Juniors Students can take AP United History. Final year students can take AP Government/AP Econ.

-Students who receive IEP services have academic services that are determined by results of the WJIV and their IEP team. Students are tested every three years to evaluate their eligibility for special education services.

-In World Language, all students begin at Level 1. Students advance by earning a grade of C- or better. The department has recieved new textbooks. The team is in the process of developing common assessments based on the new textbook adoption.

-The district is currently adopting the “Measuring Student Learning Project,” which will allow McNair to review real time student transcripts and work with district middle schools to better place students. A few members of the leadership team have participated in this training, and it will be expanded to the school site as training continues.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students’ growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

Mental Health:

- SEL (Social and Emotional) Survey
- Measuring Student Learning Professional development

D1.2 Evidence

Common Planning Time (CPT)

Placement Criteria:

English/ELD:

- EL Lexiles, ELPAC scores, and placement info
- [Junior Research Project](#)

Math:

- District placement mandates.
- Illuminate
- Pathways based on C or better grades.
- Grade of C or below, student will be placed in High School Math A/B

Science:

[Science - Suggested Pathways Course selection slides](#)

Social Science:

- District/State Social Science Pathways
- Freshman Year
 - World Geography
 - AP Human Geography
- Sophomore Year
 - World History
 - AP European History
- Junior Year
 - United States History
 - AP United States History
- Senior Year
 - Government
 - Economics
 - AP Government
 - AP Economics

Student Placement: (Special Education)

- WJIV
- Assessment by psychologist and IEP team

Student Placement: Foreign Language.

Student Success: New this year during our Student Success Period we have days reserved to set goals, review grades/progress reports, and review transcripts. Each teacher serves as their class’ advocate ensuring each student is making progress academically.

Report Cards: Formal reports monitor student progress via grades on reports sent to guardians eight times a year 4 times in Term 1 and then again 4 times in Term 2 (1st quarter D/F report, 1st semester progress report, 2nd quarter D/F report, 1st semester final grade report, 3rd quarter D/F report, 2nd semester progress report, 4th quarter D/F report, and second semester final grade report).

Progress Reports: To ensure parents and students are aware of their progress we mail out progress reports every quarter. Each progress report shares the student’s grades, with comment codes as necessary. This is one way we as teachers communicate grades, growth and performance levels to our parents and students.

Aeries: Many teachers enter grades into Aeries on a daily/weekly basis, allowing the parents and students to be able to see class progress.

Parents: Parents have access to student work and progress through many sources, depending on each class. These include: Aeries, Google Classroom, and Progress Reports. On Google Classroom, parents can access their students’ progress and receive notifications of new assignments via email.

E-mail and Parent Phone Calls: The school phone system contacts parents in the morning when a student is absent. The principal can send phone messages to clarify rumors and safety issues. Parents are also notified of district-wide parent meetings, back-to-school night and college night for example. As needed, teachers call home and email parents about behaviors and academics; both positive and areas of concern.

Blackboard Mass Communication: The Blackboard connect system is used school wide and by some teachers to communicate school and classroom information.

-To monitor student growth toward academic standards departments use several different assessments listed below.

English/ELD: English and ELD students take the Reading Inventory Test five times each year-at the beginning of the year and at the end of each grading period-to assess growth, to help identify students in need of intervention, and to assess the need for reclassification. The ELPAC scores are also used to help assess students’ needs for reclassification; the ELPAC ensures that students are in challenging and appropriate classes. In many of the English classrooms you will see various types of rigorous assessments in order to gain an understanding of a student's knowledge: critical thinking projects, speeches, multiple-choice tests, and essays (formal, informal).

Math: Math students are given an i-Ready assessment at the beginning and at the end of most math classes to monitor growth. In CPM, quizzes and chapter tests also are spiraled so students can improve on important mathematical concepts over time. Teachers are prepared to teach to all

- Textbook common Assessment in development

D1.3 Evidence

- Aeries
- Report Cards
- Progress Reports
- Athletics Progress Reports
- AVID Progress Reports
- Teacher Surveys
- IEP Progress Reports
- IEP “At a Glance” forms
- 504 Plans
- Google Classroom
- [Social Science WIN \(What I Need\) Intervention Initiative](#)

levels and have completed training on how to reteach and scaffold instruction to better reach all students based on assessment results. The Math department also has an intervention program for HSM. When we have enough prep periods, students who have mastered the content are sent to other teachers and given challenging projects to apply what they learned, while the students who need help remain in the class to get the intervention they need to master the content.

Science: In Science, teachers use a variety of formative assessments, including the use of Pear Deck, and have found it effective for monitoring student progress toward mastery of the standards.

Social Science: The Social Science department has been trying to implement an RTI program called the WIN (What I Need) Intervention Initiative. When we have enough prep periods, we send caught-up students to other teachers on prep in order to give specific guidance for students who need extra attention (students were held back for things like test corrections or to finish projects and classwork). However, this practice has become more difficult in recent years, as we typically have two or three (out of nine) teachers teaching on their prep periods, meaning there is often only one teacher with a given prep period, making it difficult to send multiple classes to them.

-Special Education students: A multi-disciplinary report that includes formal assessments is provided to parents/guardians at triennial (3-year) IEP meetings. The Multi-Disciplinary Assessment Report is communicated to the IEP team, by the school psychologist at the triennial IEP. IEP “At a Glance” forms, and PBIPs (Positive Behavior Intervention Plans), if applicable, are distributed by case carriers to all students’ teachers. Annual IEP meetings are held for students receiving Special Education services to review progress on prior goals and develop new goals and transition plans, as appropriate. Case-carriers provide guardians with progress reports on all IEP goals quarterly. Per parent request, a translator is present at all IEP meetings. The district office provides parents/guardians with translated IEPs as requested.

-504s: Students who have a condition that limits daily activities in a major way are placed on a 504 and provided accommodations to support them. Students on a 504 are assigned a 504 coordinator. A meeting is held yearly to review the 504 plan and ensure the students’ needs are being met. If needed, a 504 meeting can be called more often than once a year.

D1.4. Assessment of Program Areas: In 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.

- McNair’s administration analyzes the results from our school wide performance data such as A-G rates, graduation rates, D/F rates. This data is used to determine the master schedule, as well as to determine needs for intervention and enrichment courses. The development of our

D1.4 Evidence

- Teacher collaboration time (school wide)
- School catalogs list graduating requirements.
- Counselors inform students when they register what outstanding requirements are necessary in order to graduate.
- New courses are added to the catalog to better serve our students. Seminar 101, Student Success Period(Flex Time)
- Graduation rates
- A-G rates
- After/Before School Programs
- Professional Development

D1.5 Evidence

[Local Control and Accountability Plan \(LCAP\)](#)

[McNair HS SPSA](#)

State Testing:

<p>Seminar 101 came from analyzing our freshman success rates and determining students' needs. Our After School Program offerings and funding is determined using student success results. Using the results from our district and campus Panorama SEL survey, McNair has developed a Student Success Period (Flex Time) to help with student connection on campus. Eventually, we would like to grow the program to support academic intervention as well.</p> <p>-The instructional staff at the department level engage in mandatory collaboration time where the results of common assessments are analyzed, and we adjust/review our reteaching strategies and reform the common assessments if necessary. Professional Development is often requested based on needs during collaboration, such as data analysis support, tech support, and curricular specific professional development.</p> <p>D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations, demonstrating a results-driven continuous school improvement process.</p> <p>-McNair’s administration collaborates to analyze the results from our school wide performance data. They then use that data to develop our Single Plan for Student Achievement (SPSA). Our SPSA is aligned with district LCAP goals and determines resources allocations on our campus. The assessment of our programs listed above and the program changes/development are included in the SPSA. Data for the SPSA is reviewed annually by our administration. Programs and funding is approved during School Site Council meetings. The School Site Council consists of parents, teachers, students and other school staff. The role of the School Site Council is to develop, review, update and approve the Single Plan for Student Achievement annually. (The SPSA specifies how Title 1 funds will be spent).</p>	<ul style="list-style-type: none"> ● CAASPP (California Assessment of Student Performance and Progress) ● CST (California Science Test) ● CAA (California Alternate Assessment) ● ELPAC (English Language Proficiency Assessments for California) ● Graduation rates ● A-G rates ● Professional Development
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

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

Findings	Supporting Evidence
<p>D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.</p> <p>-At Ronald E. McNair High School, teachers use assessments ranging from short, on-the-spot formative assessments to end-of-quarter summative benchmark exams. The various assessment methods target daily, weekly, monthly, and even quarterly achievement. In math, tech tools such as Pear Deck enable real-time assessment of student understanding of mathematical concepts. In English, teachers use TBEAR paragraphs to monitor student progress in writing informational and analysis paragraphs. Teachers also use a variety of low-stakes reading quizzes that are typically administered after daily readings. Also in English, weekly journal logs and reading and interpretation logs help teachers track the ongoing awareness and engagement of students.</p>	<p>D2.1</p> <p>Pop Quizzes Exit Tickets Journal Logs Reading and Interpretation Logs Extended Writing Assignments (essays) Edpuzzle Jamboard Pear Deck Quizizz Quizlet Kahoot!</p>

<p>-Teachers use the following tools most often to gather student achievement data: informal assessments (observing group work, games/activities, students conversations, explanations etc.). Online platforms (Pear Deck, Quizizz, Google Forms, Google Classroom, Quizlet, Kahoot!, Edpuzzle, etc.) Teacher resources (worksheets, workbook, etc.).</p> <p>D2.2. Teacher and Student Feedback: 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>-Department-specific assessments as well as teacher student feedback is detailed below.</p>	<p>Quia FlipGrid</p>
<p>ELA/ELD: The English Department has largely shifted to a focus on a common 4-point scale used to assess levels of mastery for writing and are in the process of expanding the 4-point scale to other skills. In addition, they have collaborated to create common rubrics for writing to ensure consistent expectations and evaluation across classrooms and grade level. During distance learning, as a common assessment, grade-level writing rubrics were constructed and used to assess students' work with respect to writing standards. The common argumentative rubric is consistently reviewed and modified by the department and is being used quarterly to assess the progress of student writing samples.</p> <p>-Teachers give both oral and written feedback. Some teachers give feedback using 4 point scales and others will write comments on Google Classroom or on StudySync. While students are working on their writing, some teachers will give immediate oral feedback and/or reteaching to help their writing process.</p> <p>-Some teachers have students participate in self-evaluation and reflection activities to assess comprehension and understanding of their mastery of the learning objective.</p> <p>-At the beginning of the year, some students write a letter of introduction to their teacher. In this letter they have the opportunity to tell their teacher a little about themselves and what learning accommodations they might need to be successful in the class.</p> <p>-On Fridays, some students will complete a self-assessment about how they did in class that week. This is an opportunity for the students to share their struggles (both in school or at home).</p>	<p>TBEAR Paragraphs</p> <ul style="list-style-type: none"> ● TBEAR Common Assessment Form ● Peer editing activities ● Process Papers
<p>Science: In science, we use a variety of formative assessment tools, which drive the pace of instruction. Formative assessments vary by course. Instruction is adjusted based on formative feedback. Most science teachers use the analysis of summative assessments to drive adjustments to future instruction.</p> <p>- At the beginning of the NGSS adoption, curricular teams worked to develop essential standards that were the groundwork for the development</p>	<p>Google Forms Quizzes, Quizlet, PearDeck</p>

<p>of common assessments. Shortly after beginning the work of creating common assessments, we saw staffing changes, followed by the pandemic, and now a staffing shortage, leaving incomplete curricular groups. We are aware of the need to develop common assessments with the newly adopted curriculum and are working toward that resolve.</p> <p>- Most science teachers schedule time for one-on-one meetings with every student on a weekly basis to use real-time data from various online systems (e.g. McGraw-Hill, Google Classroom) to ensure students know what they must do to move towards mastery and continued success.</p>	
<p>Social Science: Common assessments have been developed by the department to cover the mandated California Social Science standards and the California Framework. Teacher teams work weekly to adjust curriculum and assessments to be aligned with the California Social Science framework. The teams review assessment data throughout and identify areas of success and growth. The team then reviews the needed assessment questions and curriculum for areas of revision. Most of the department has been trained in the PLC process, and all members are constantly reworking content and skill assessments. The illuminate system allows teachers to create a report of response frequency. This report shows the percent correct per question, and that is used to guide the PLC process of revision. Weekly checks for understanding, weekly check ins, and daily warm ups are used in most classes as types of formative assessments. The data from these assessments is used by the individual teachers to adjust classroom content and practices. Teachers have students read and respond to current events to reinforce themes that were learned in class. English teachers are consulted for writing prompts, so that students can continue to develop skills learned in English class.</p> <p>-Teachers provide timely feedback on assessments and classwork. Students are given the opportunity to do test corrections to review the content and improve their scores. The teams review the assessment data and identify areas of success and growth. Students are given “small sheets” from Illuminate DNA that shows them which questions they missed and what was the answer they chose. This helps facilitate the test correction process. Teachers grade assignments and update their gradebooks and return work with feedback at least weekly.</p>	<p>Social Science</p> <ul style="list-style-type: none"> ● Common Assessment within department ● Illuminate DNA Assessment Data Collection: Social Science Evidence
<p>Special Education: Mild to Moderate Special Education teachers give the Woodcock-Johnson IV (WJIV) test to Resource Specialist Program and Special Day Class students every three years. Structured Autism students are tested every three years using the Brigance Inventory of Transition Skills. Students in the Structured Autism setting are also tested with the TEACH Transition Assessment Profile (TTAP) every three years. Students in the Severe and Profound Disabilities class are tested every three years with the Functional Assessments and Curriculum for Teaching Students With Disabilities (4th Edition).</p> <p>The special ed department uses Woodcock-Johnson IV Assessments to guide instruction. The WJ IV assessments guide our instruction to target subject matter students are struggling in. Strategies and interventions are used to improve students' skills.</p>	<p>Special Education Summative Assessments:</p> <ul style="list-style-type: none"> ● Woodcock Johnson IV (WJIV) ● Brigance Inventory of Transition Skills ● TEACH Transition Assessment Profile (TTAP) ● Functional Assessments and Curriculum for Teaching Students With Disabilities (4h Edition)

<p>World Language: The World Language department does not have common quarter and semester finals due to the adoption of a new curriculum. Students are assessed on oral and written language skills, as well as cultural knowledge of the target language.</p> <p>French formative/summative Assessment examples: In French, a variety of assessments are used including Formative quizzes, presentations, and interpersonal conversations and interpretive assessments.</p> <p>Presentational: Introduce your own family, an imaginary family or a famous one to present to Jeanne via video chat. Mention several members of the family and how you may be related to each person. This is in unit 3, towards the end of the first of 3 chapters in that unit, a little over 2 months into block schedule French 1 courses.</p> <p>Interpersonal prompt: After the introductory meeting, the person sitting next to you begins a conversation. Ask and answer questions appropriately. Using the prompts to guide you, listen to the recording and begin your recording when you hear the tone. You will have 15 seconds to record the requested information.</p> <p>Interpretive prompt: This is at the end of unit 2, about 2 months into French 1 block schedule courses. This is at the end of the preliminary unit, after about 3 weeks of block schedule French 1 classes.</p> <p>Spanish formative/summative Assessment examples: In Spanish, assessments include presentations, formative worksheets, formative quizzes, kahoots, and quizlets.</p>	<p>World Language</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Oral Assessments ● In-class assignments from the textbook and workbook ● Formative work samples ● Presentational ● Interpersonal ● Interpretive ● Spanish Speaking Country Google Slide ● Árbol de Familia Google Slide ● Verbo Tener - to have LiveWorksheets.com ● Verbo Tener - to have Quia.com ● Review dialogue and numbers Kahoot.com
<p>Physical Education: Many students and teachers monitor progress and modify workouts to improve student’s health and performance. Many 9th grade Physical Education courses complete the Fitness Gram. Many teachers use goals to assess their students and break down individual skills, practice and visually assess their achievement before they move onto the next skill or the game as a whole. After practicing weekly, while teaching sports and other activities, skills are reassessed. In many classes, at the beginning of the year, baseline physical fitness data is taken and recorded.</p> <p>PE has common assessments throughout the year from study guides, one mile run, pacer, and PFT. We plan the assessments so PE 1, PE 2, and weight training all have their own curriculum and assessments. All our assessments are common and are directly tied to our standards within the subject area for PE 1 and PE 2. We have them for all 8 standards we are required to teach in a year.</p>	<p>Physical Education</p> <ul style="list-style-type: none"> ● Individual Statistics ● Fitnessgram Results ● Personal improvement log ● Max Boards ● Common Assessments
<p>VAPA: The common assessments for Art 1 deal with the fundamentals of drawing and painting. This includes how to break images down into shapes, how to shade according to light sources, how to create value and textures, and how to draw in perspective. Art 1 tries to use common plans/assessments where we can. The elements of art are connected to projects so students can explore each individually, or use a combination of them to show an understanding of their importance as the tools of art. The principles of design are also taught to teach students the concepts that make up a composition. Art and Ceramic classes use reflection</p>	<p>Concert Reflection example from student</p> <p>Choir post evaluation link student example</p> <p>Piano Quiz Rubric</p> <p>VAPA:</p> <p>Oral assessments</p>

assessments to culminate the project process. These self assessments allow students to determine if they were able to meet or exceed the needs of the project requirements and standards. The teacher is then able to support students in meeting missed requirements. Sculpture students write a paragraph on Google Classroom where they self-reflect during the process of their project. They also receive feedback from their peers on ways they can improve their projects before turning in their final sculpture piece. Students receive a final feedback review during a one-on-one oral assessment with the teacher. Graphic Design also touches on these fundamentals of drawing and designing. Graphic Design and Photography work with each other to enhance the student’s understanding of the common computer programs taught. Rubrics are typically used for all assignments, so that students must evaluate themselves on projects. For the higher-level courses, we focus on assessments that encourage students to find their personal style as an artist and build on the elements and principles of design. Ceramics works with other teachers in Lodi Unified to plan assessments and assignments. AP Studio Art is based on the requirements of the AP Board where students work on projects to build a portfolio emphasizing the Principles of Design in their works of art. Students participate in weekly oral reflections of their work through peer-based discussion first, then concluding with a teacher reflection, and critiques of the projects they have been working on and their focused areas of concentration. Our performance-based classes, Band, Choir, Orchestra, and Piano, learn to write music, both by hand and in the notational program Noteflight. This learning process follows the state standards and allows for students to self-assess as they improve. Band, Orchestra, and Choir complete self assessments after each performance. These self assessments aid the teacher in assessing student perception of ability and goal setting, to which the teacher can provide support in areas of needed growth. Self assessments help the students to be objective rather than subjective in assessment. The drama classes perform using their standards that work with their assessments.

[Ceramics Glazing Reflection](#)

[Art Project Reflection](#)

CTE:

Our computer science course uses scaffolding of assessments to determine if students are reaching learning goals. One example linked is a problem solving formative assessment that determines a student’s ability to work through the 4 step process of problem solving. Student feedback is used to determine if reteaching is needed. The formative assessment is followed by a summative assessment. Our computer science courses rely heavily on informal, immediate student/teacher feedback to assess how students are progressing toward their learning goals. As students are working on coding/programming, there is a collaborative environment to help students reach goals. Consumer Foods and Culinary Arts focuses assessments on skill based activities.

Health Occupations incorporates a variety of reflective practices to determine a student's progress toward learning goals. Other assessment types include written, verbal, and skill demonstrations. The primary goal is to facilitate an active learning environment where students are self

[Computer Science CTE Problem Solving Scaffolded assessment](#)

[Post Mock Interview/Portfolio Reflection Summary](#)

<p>reflective, both independently and collaboratively, on their skills and critical thinking abilities.</p>	
<p>FACS: Consumer Foods and Nutrition courses require students to plan, produce and evaluate recipes. Student feedback is essential for determining the next steps and success of the lessons and recipes in Consumer Foods classes. Students plan, produce, and evaluate recipes providing specific feedback about group planning, job responsibilities and tasks, and overall taste, texture, appearance and aroma of the product. This determines whether the students will be likely to make these recipes at home or in the future, which is one of the main criteria in choosing recipes to use in class. In our Fashion and Design courses, student feedback is absolutely essential in determining the pace of Fashion and Design class. Each student works at a different pace on the garments they produce, and student feedback provides information about what techniques the students are struggling to understand, and which techniques and skills in which the students are proficient. Design students fill out daily reflections on the progress of their garment production. In addition to Diversified Assessments, teacher-made formative and summative assessments evaluate students’ progress toward mastery of the standards.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> ● Written assignments ● notebooks, portfolios, ● projects, quizzes and tests, ● exit tickets ● common assessments ● Google Forms Quizzes ● Journal logs ● Teacher Evaluation ● Lab Evaluation
<p>Math Department: -On assessments, some teachers give written feedback and students are expected to review those comments in order to do better on future assessments. Other teachers return the assessments and have students correct mistakes in groups while they circulate the room. Correcting mistakes with their groups is a requirement for students to be able to take a retake of the assessment. If they do not finish in class, they can come during tutoring. Some teachers also provide written feedback on assignments posted in Google Classroom. Verbal feedback is also given while circulating the classroom and helping students/groups who are stuck on problems. Many teachers use the results of previous assessments to determine which concepts are to be revisited and added to future lessons and assessments. Students are given multiple opportunities to demonstrate mastery of the concepts and assist in retention of knowledge. -We have a teacher that is piloting a standards based grading system where students are graded purely on mastery of essential standards as deemed by the common core. Students are given a progress tracker to reflect on the concept before and after mastery. Students discuss their reflections on “Reflection Fridays.” The department will review the outcome of this pilot to decide whether we want to incorporate it into our other classes. -At the beginning of the year, a getting to know you survey or icebreaker activity is assigned for students to complete. In the survey, teachers ask them about their goals and their needs to succeed in class. Pear Deck and Google forms are also used throughout the course, so students can give</p>	<p>Feedback given by teachers:</p> <ul style="list-style-type: none"> ● Written (on quizzes/assignments) ● Orally (conversations during lessons) <p>Feedback used by teachers:</p> <ul style="list-style-type: none"> ● Getting to know you surveys ● Knowledge confidence scales after a lesson <p>Quizizz Example</p> <p>HSM Concepts</p> <p>Edulastic</p> <p>AP Calculus</p>

feedback about how they feel the lessons are going and what concepts they need help on. Some teachers use it to identify which students can use more help and pull them aside to help reteach the concept or if the whole class needs help, they can reteach for the whole class.

-The math department has common quarter and semester finals. The semester finals are site wide common assessments. Additionally, within course specific PLC's, the math department has created many common unit assessments. The math department has created many course specific Google forms, Pear Decks, and other assessment activities. During CPT they use breakout groups (meet in leveled teams) to compare the assessment results and look at the most missed questions on assessments. Then they discuss/design strategies to target areas that need additional instructions/practice.

-Many teachers use Delta Math to provide students with extra practice that gives them immediate feedback. Students have access to lesson videos and step by step solutions on the problems that they miss. Other teachers use Delta Math as an extra tool for students who need extra practice on a concept.

-Areas of Growth:
The department will create a reflection questionnaire to deliver after each assessment to formalize/record student feedback and enable the students to take an active role in their progress monitoring.

**ACS WASC Category D. Assessment and Accountability:
Strengths, and Growth Needs**

Areas of Strength

1. McNair uses placement assessments to ensure incoming students are placed in appropriate Math and English courses.
2. Initiation of flex time (student success) period was based upon results from Panorama survey results, attendance data, and D/F rates. The core purpose of student success is to help students feel more connected to the campus community.
3. Most departments have an abundance of tools to monitor and track student progress which they use to determine what topics have been mastered and what needs to be revisited.
4. McNair places students with IEP Services per IEP along with normed assessment.

Areas of Growth

1. McNair's students would benefit from expanding the use of data to drive our programs beyond the administrative scope and into departments for the purpose of identifying and implementing instructional practices that best support our learners.
2. McNair needs to create a Flex-Time team that is committed to reviewing relevant data to determine student needs and develop flex-time curriculum that focuses on identified student needs while incorporating social-emotional and interpersonal skills to better align with the mandate expressed by

students in the Panorama survey that they did not feel connected to the school community.

3. The leadership team, along with departments, should work toward developing a set of systematic interventions for students who struggle, guided by data acquired in classroom-based formative assessments, student work habits, attendance, and other relevant data.
4. Teachers continue to improve communication with students and parents regarding the student's progress, ie, making an essential standards checklist, so students know where they stand.

Next Steps within the schoolwide action plan/SPSA.

1. The district is currently participating in the Measuring Student Learning Project (MSLP). This is a district wide professional development. Currently administration and select members of the Leadership team have been participating. The goal of professional development is to increase the use of data to analyze student learning. The Leadership team will be bringing back the strategies learned which will include strategies on how to assess student learning and provide timely feedback (for both students and parents), and train staff on how to implement those strategies. Departments will be able to use the strategies for the purpose of identifying and implementing instructional practices that best support our learners.
 2. Developing and growing our Student Success Class is a priority. The next steps include: Conducting a whole school staff meeting to look at answers from the student survey, look at the foundation of the program and how to strengthen it, including attendance accountability, curriculum, and instruction. Create a Student Success Team. This team will look at branding (Student Success vs. Flex time), develop curriculum, present lessons to staff, look at data, present data to staff, and solicit feedback (all stakeholders). The goal is to look at data to determine the effectiveness of the student success program, with hopes of being able to expand it to include timely, targeted, and specific intervention. The student success team will be provided release time to meet regularly.
 3. The Leadership team, in collaboration with Administration, the Success Team, the PBIS Team, and individual departments, will look at our student data to determine student needs. Student data overall shows the need for additional support, for all students, in all areas, including SEL, behavioral, and academics. Currently, the district is providing professional development and support to its schools to build Multi-Tiered Systems of Supports (MTSS) at each school site to meet the needs of their students. Administration, along with the teams mentioned, will engage with the professional development provided. The leadership team will work to coordinate the different supports available to build a comprehensive MTSS resource map that can be used to help provide students with the resources they need. The goal is to then train our staff on how to use the MTSS resource map in our student success class, as well as our academic classes. Departments will continue to use CPT time to analyze student work/formative assessments and determine academic intervention needs. Teachers would then be able to use our MTSS resources map to plug students into resources and support based on individual student needs.
 4. Departments will continue to use CPT time to analyze student work and determine student intervention needs. Based on each department's needs, CPT time will also be used for professional development. The district is currently participating in the Measuring Student Learning Project (MSLP). This is a district wide professional development. Currently, administration and select members of the Leadership team have been participating. The Leadership team will be bringing back the strategies learned, which will include strategies on how to assess student learning and provide timely feedback (for both students and parents), and train staff on how to implement those strategies. The goal is to increase teacher capacity to analyze each student's progress toward standards and strengthen communication of that progress.
- **List preliminary major student learner needs (for all students and student groups) from Chapter**

II (student/community profile)

- Develop a Student Success Curriculum that focuses on data-determined student needs (SEL, PBIS, Academic Intervention), develop a set of systematic interventions to meet student needs (MTSS), and develop a process to review data as a way to determine the success of our Student Success Program.
 - Continue to improve communication with all stakeholders to further develop parental and community partnerships.
 - Continue to engage in professional development to strengthen curriculum use, instructional strategies, assessments/feedback, and technology integration.
 - Continue to build PBIS with a focus on decreasing the time students are out of class (tardies and out of class without a pass).
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
We did not identify any additional student learner needs.
-

Ronald E. McNair HS
Chapter 3: Focus on Learning
E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion: The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Findings	Supporting Evidence
<p>E1.1. Parent Engagement: 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>-McNair High School recognizes and understands the important roles families and community members have in the learning process. McNair High School strives to incorporate them into the learning environment.</p> <p>Coffee with the Counselors (CWC)</p> <p>The McNair Counseling Department offers a monthly Coffee with the Counselors. Parents, family members, staff, and district personnel are invited to these monthly meetings. During COVID, meetings were held via Zoom.</p> <p>Coffee with the Counselors’ purpose is:</p> <ul style="list-style-type: none"> ● To provide parents the tools they need to help them understand how the school system works in both California and locally at their child’s school ● To help parents become partners in their children’s education by actively participating in school and district activities ● To show parents how important their voice and their commitment to education is to their children ● To establish a parent support team for other parents <p>This Meeting will include but is not limited to:</p> <ul style="list-style-type: none"> ● The McDream Team-who is your child’s counselor? ● COMMON CORE for parents-pathways to graduate and beyond ● Self Esteem-your children are the reflection of your feelings ● The power of your words ● Communication-it starts at home ● Bullying/Cyber bullying-where does it start? ● Domestic Violence-no more tears ● Once Upon a Time-reading ● Computer Literacy-technology and YOU ● Health with love-nutrition ● Understanding the block schedule ● Reading and understanding transcripts ● Community resources ● FAFSA and college applications ● Have a raffle and give away McNair items ● Spotlight teachers <p>Freshman Orientation- First Day of School</p> <p>First day and first time parents of 9th graders are nervous about leaving their child all day in a new school. Counselors help calm those parental</p>	<p>CWC Evidence: Sign in sheets Flier Powerpoint Presentation Use of library computers</p>

nerves through laughter, interactive Q & A, answering questions, and sharing a “life in the day of a new freshman.” In years past, we welcomed them with coffee, but during COVID these meetings were held virtually, and the meetings have resumed as in-person for the 2022-2023 school year. New parents of incoming freshmen love to learn a little more about who we are at McNair.

English Language Advisory Committee (ELAC)

The McNair English Learner Advisory Committee meets at least once quarterly to provide information to members of our English Learner community. Topics covered at meetings include: English Learner demographics, McNair’s EL program, teachers, the Reclassification process, parent support and ELPAC testing.

School Site Council (SSC)

McNair High’s School Site Council is composed of administration, teachers, students, and parents. Meetings are held monthly. The School Site Council identifies common goals and establishes a plan to meet these goals. Additionally, they are the body who approves the Site Plan for Student Achievement (SPSA), which allows us to spend Title 1 funding.

Incoming 9th Grade Parent Night

Every spring, the McNair Counseling Department hosts an incoming 9th grade parent night. Incoming 9th grade parents (and students) are invited to come learn about McNair. The presentation includes an overview of the school and the block schedule, as well as information about scheduling, classes, and organizations available on campus.

Parent Meetings

Scheduled, in-person, walk-ins, Zoom, email, or telephone visits occur as needed. Discussions ranging from academics to personal issues are welcomed.

IEPs: Parents are provided a feedback form, usually prior to an IEP meeting, where they can jot down their thoughts and concerns about several areas of functioning for their child, including health, academic, social/emotional and behavioral, vocational, communication, and adaptive behavior/daily living skills. This information gets incorporated into the Present levels section of the IEP and is what drives the development of an appropriate school plan/programming and goals for the IEP. If parents do not provide this information prior to a meeting, their input is asked for during the meeting. Parents are also asked at the end of a meeting if they feel they were included, as an important participant in the development of their child’s IEP, and this is noted in the documents. Furthermore, parent attendance is strongly encouraged and teachers allow for parents to participate in multiple ways – in person, by phone, by zoom (or similar virtual format).

Parent Volunteers

At every parent gathering, counselors invite parents to volunteer for various events throughout the school year, including but not limited to:

- First Day of School scheduling
- School Site Council

Freshman Orientation:

- Flier
- Meeting Notes
- Agendas
- Sign in sheets

ELAC:

- [Agendas](#)
- [Presentation](#)
- Sign in sheets

SPSA

[SSC :](#)
[Presentation](#)

9th Grade Parent Night:

- Fliers
- McNair Website

Parent Volunteers

- Sporting Events
- Booster Club

Naviance

Naviance is “navigate” and “guidance” for parents and students. It is an on-line platform solution for comprehensive K-12 college and career-readiness that helps districts and schools align student strengths and interests to postsecondary goals. It is accessed and used for improving student outcomes and connecting learning to life.

Aeries and Naviance sync together and are updated nightly with student/parent information. Naviance has been an extremely useful tool to send mass emails to parents. Due to COVID, emailing both students and parents has been invaluable.

Aeries Parent Portal/Google Classroom

Aeries is the Lodi Unified School District’s Student Information System and grading platform. Parents are able to create an Aeries account where they can confirm student contact and registration information. Students and parents both have access to class schedules, attendance, and grades. McNair encourages parents to create an account to help students with attendance and grades. Google classrooms are kept up to date, so parents and students can see assignments and maintain effective communication between school and home. Google classroom provides invitations to parents to get summaries of updates of the class. Aeries parent email is a feature that allows teachers to communicate with parents easily.

Ronald E. McNair Website

The McNair website is maintained by site staff and updated regularly. Information on the website includes: the mission statement, the bell schedule, athletic information, the online enrollment/registration packet, how to order transcripts, college and career information (college planning, financial aid information, and scholarships/Naviance), counseling (course catalogs, course change requests, Coffee with the Counselors, and work permits).

Additionally, there is Eagle News and student activities, library resources (including parent resources), student information (pink slip requests, clubs, ASP/tutoring, tutor.com, and PE clothing), parent resources, and McNair staff. The McNair website also provides a link to the Lodi Unified School District Website.

Blackboard Mass Communication

McNair administration and teachers have access to the Blackboard Mass Communication system, though there has been no formal training. This system allows staff to communicate with students and parents via a mass notification through phone calls, emails, or texts.

Peach Jar: Peach Jar provides parents and the community to connect with information using newsletters, school web pages, and robo calling in multiple languages.

Back to School Night: McNair annually hosts Back to School Night in the fall. During COVID, this event was held virtually, but it has now resumed in-person. Parents are able to learn about the school, our goals,

Naviance

[Ronald E. McNair Website](#)

Back to School Night:
Sign in sheets
[Presentation](#)

and our district, as well as visit classrooms and hear from their student’s teachers. Teachers provide information on the curriculum, as well as behavioral expectations. Counselors and administration are available to answer questions, and the librarian is present to provide additional resources to families. Occasionally, outside agencies are available to share resources with families.

Blood Drive: McNair students brought in families, parents/guardians, and the alumni community who supported the 9/2 ARC Blood Drive. Parents, grandparents, aunties, uncles, and older siblings supported and were proud to see their CTE HCA students in action.

[Blood Drive](#)

E2. School Culture and Environment Criterion: The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Findings	Supporting Evidence
<p>E2.1. Safe, Clean, and Orderly Environment: 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>-The environment at McNair High School is generally safe, secure, clean and orderly. Facilities are appropriately maintained to provide a safety-first campus. There are procedures in place that provide for student safety and discipline, campus security, facility maintenance and staff support that reflect an on-going desire to foster and maintain a safe, secure, clean and orderly school environment. *As students have returned to campus, due to the COVID outbreak, procedures for sanitation in the classrooms have included, sanitation of classrooms by teachers, students and staff, and the placement of hand sanitizers, masks, and desk shields in the classrooms. In addition, each classroom is provided an Air Purifier.</p> <p>-Staff members share a common sense of purpose and are encouraged to increase their effectiveness in helping students reach their academic potential. Teachers, custodians and administrators work with students as a team to maintain a safe, clean and orderly environment.</p> <p>-Procedures to facilitate work orders seem to be working with the majority of teachers, stating their custodial work order requests are handled within a day or two, and that classrooms and restrooms are maintained in safe and working order. When a problem is noticed on campus that is best handled by the custodial staff, most faculty members either fill out a work order or request help from the head of the custodial staff or another member of the custodial staff.</p> <p>REMS:The REMS Classroom Guide gives detailed contact and procedural information for teachers to follow in any emergency.</p> <p>-Administrative support and policies that ensure a safe environment are generally effective. Administration employs a well-thought-out and thorough plan for disaster drills. Fire and lockdown drills are regular and conducted efficiently by administration and staff. Campus is considered a closed campus, and students have an off-campus card to leave campus for lunch. Gates and doors are locked from the outside at all times.</p>	<p>Evidence 2.1:</p> <p>Mission, Vision, & Matrix posters in every classroom</p> <p>Rooms cleaned daily Trash out daily</p> <p>Readiness & Emergency Management for Schools</p> <p>Evacuation maps posted in every classroom</p>

Administrators are consistently present in gathering areas during lunch and break to support a safe environment. Security cameras are in place around campus. Student disruptions such as fights are effectively controlled and de-escalated. Many activity-based classes review safety guidelines and procedures.

Campus Security: Order is maintained in the McNair campus in a variety of ways. All students and parents are required to sign a computer usage contract and students must use their school photo ID card to check out all books and equipment. The Leadership Team will be working on a policy enforcing students to have their ID around their neck at all times. Students only enter school in the front of the campus. The teacher’s parking lot and entries are for personnel only. McNair maintains security personnel with golf carts, and radio communication between security personnel and administration. Security personnel are present during the school day, during before and after school enrichment programs and at school events.

SRO: The Stockton Police Department assigns one of its officers to serve as a School Resource Officer (SRO) for the McNair campus. The SRO is responsible for establishing a positive police presence, by focusing on prevention and intervention on campus and in the areas near each school. Specifically, the SRO serves as a mentor and role model to students. Uniformed SRO presence is a visible deterrent to criminal activity such as drugs, gangs, and unauthorized non-student trespassers. Although the emphasis is on prevention and intervention, the SRO will revert to a law enforcement role when necessary. Through the Stockton Police Department, students have visiting Police Chaplains who talk to the students and provide emotional support to students needing an adult to talk to.

Student Handbook: The Parent Student Handbook is available to every student at the beginning of the school year to advise students of the McNair HS protocol and procedures. The Parent Student Handbook clearly delineates academic and behavioral expectations and consequences.

Emergency Cards: Both students and staff have to fill out emergency cards yearly.

Uniform Complaint Procedure: Uniform Complaint Procedure is posted in each classroom.

Keenan Trainings: The entire staff is required to complete Keenan trainings yearly, which has personnel and safety procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

PBIS: A positive school culture is characterized by S.O.A.R (Safety, Organized, Accountable, Respectful). S.O.A.R is a school-wide program based on the district-wide Positive Behavior Interventions and Supports (PBIS) framework. PBIS was implemented district-wide in 2016 as an

Lockdown procedures posted in classrooms

Security Cameras

Intervention office

[Student Safety Presentation](#) - Includes drop off maps and instructions

Campus Security

Stockton Police Department SRO

[Student Handbook](#)

Evidence 2.2:

[Soar Matrix](#) is posted in all classrooms, and provides students and staff with a model for on-campus expectations.

approach to supporting students to be successful in schools. PBIS is rooted in the behavioral or behavior analytic perspective in which it is assumed that behavior is learned, is related to immediate and social environmental factors, and can be changed. With clear expectations in place, students will learn appropriate behaviors in the same way they learn to read-through instruction, practice, feedback, and encouragement.

Rachel’s Challenge: Rachel’s Challenge Assembly shows how to perform acts of kindness. An assembly took place in October 2022 to provide training for students on how to work on developing an atmosphere of kindness at McNair.

Conflict Mediation: Conflict Mediation works with the restorative process in working with students that have conflicts with others. Selected students are trained in conflict management in order to work with students in need of conflict resolution, which deters confrontations on campus. Conflict Mediation works with sophomores that struggle academically by pulling them out and having one-on-one mentoring. Conflict Mediation works with all students that need social emotional support.

Link Crew: Senior, junior and sophomore Link Crew students help freshmen successfully transition socially and academically in high school. Trained Link Crew leaders coordinate and run Freshmen Orientation. Each Link Crew leader meets with 10-15 specific freshmen once each semester to provide assessment and assistance with these areas. Link Crew also offers social opportunities such as the freshman dance at the beginning of the school year, study sessions before finals, and a haunted house.

Student Success period: This course is designed to ensure the academic success of students throughout their high school years. Student Success (Flex Time Period) will allow for regular SEL surveys of students, and provide an opportunity for students to connect to their peers and their school culture.

Student Government: McNair HS has a Student Government class that works to create a sense of belonging for all students through the facilitation of school events and activities. Club Rush is an event that encourages students to join groups to build upon their interests or develop new interests, while also building relationships and their college resume. School spirit days are developed with the knowledge that many students want to be more involved in school, but aren’t comfortable jumping in. With this in mind, every spirit day is designed to allow students to participate at every comfort level, from “low risk” options that require minimal effort and/or visibility, to “high risk” options that allow students to be highly visible if they choose. Dances are a significant part of high school culture, and Student Government hosts both formal and informal dances. Student identity is at the forefront of every planned event in order to avoid making anyone feel uncomfortable or excluded based on any of their identifiers. Furthering the effort to create opportunities for students of wide backgrounds to participate in

[Rachel’s Challenge](#)

[Conflict Mediation](#)

[Link Crew](#)

[Link Crew Brochure](#)

[Link Crew Presentation](#)

[Flex Time](#)

<p>student activities, Student Government facilitates events such as talent shows, movie nights, and recreational sports.</p> <p>LUSD Social Networking Guidelines: LUSD Social Networking Guidelines were distributed with the first-day packet, which has recently been converted to digital versions. Students and parents sign an acknowledgement for reading the guidelines.</p> <p>BLOCK M Awards Ceremony: BLOCK M is an award given for achieving a 3.6 Grade Point Average for two consecutive terms, which is a full year at McNair HS.</p> <p>E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.</p> <p>Principal’s Monday Greetings and Logistics: This keeps staff informed of school activities, reminders for the week and highlights positive aspects on campus. Campus wide emails are distributed every Monday to create cohesive understanding, gratitude and respect amongst staff members.</p> <p>Student Success period: This creates an opportunity to connect with students to check up on how school, classwork, or life in general is going, while focusing on duties and objectives.</p> <p>CPT: Departments collaborate within their academic fields to plan for future lesson plans, curriculum, sharing ideas to create beneficial outcomes for students, as well as teaching methods and approaches that would be theoretically effective for class instruction and management.</p> <p>Leadership Meetings: Leadership meetings are held to share, collaborate and propose ideas and solutions in concerns to extracurricular activities, school events and campus culture and rules, ie Prom, Rallies, Spirit Weeks, Club Rush, Student Led Activities, Guest Speakers and School wide issues and problems.</p> <p>Eagle News: This is utilized as a communication tool to disseminate information to all students, staff, and community members every Wednesday across all classrooms during Student Success period. Each episode runs on the school YouTube channel, which can be accessed through the McNair website or the Student Activities Google site.</p> <p>Coffee with Counselors: Coffee with Counselors offers the opportunity for students and guardians to meet counselors and staff members to create cohesive social webbing and communications.</p>	<p>Currently following Social Networking Guidelines as set by Lodi Unified School District.</p> <p>BLOCK M Block M: Slide 11</p> <p>E2.3 Evidence:</p> <p>Flex Time/CPT Schedule</p> <p>Leadership Meetings</p> <p>Eagles News</p> <p>Coffee with the Counselors</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

E3. Personal, Social-Emotional, and Academic Student Support Criterion

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

Findings	Supporting Evidence
<p>MTSS Professional Development: During our Learn Together Teach Together professional development at the start of the 22/23 school year, LodiUSD had a keynote speaker (Katie Novak) who emphasized the</p>	<p>Keynote speaker (Katie Novak): MTSS</p>

importance of building connections, providing emotional support, as well as the importance of developing a MTSS on campus to meet the emotional/social and academic needs of our students. During that professional development conference, there were several other opportunities to engage in the MTSS process.

McNair HS is working toward a MTSS that will meet the needs of all our students both academically and socially/emotionally. We have several supports in place to meet both academic and SEL needs. McNair sees the importance of having a support roadmap, as well as a formalized process to refer students to the supports available. McNair also realizes the importance of having a formalized way of assessing the effectiveness of the multi-tiered support system and its impact on student success and achievement. This has been discussed in the Student Success Planning meetings as well as Leadership meetings. McNair will continue to work toward developing a MTSS program road map and a formalized way of assessing the effectiveness of our program on student success. Below you will see the supports that we currently have available and utilize.

Student Success Period: We created a Student Success period based on student feedback. The plan for our student success period is to build connections with campus and develop a positive school culture and community. The Student Success period allows for students to have an advocate on campus. Each teacher has between 19-24 students that they see weekly and will have for the students’ time at McNair. The current focus has been on community building and SEL support, as we are getting the program up and running. The goal is to incorporate specific academic support and to advocate for students who need to move through the tiers of support.

Link Crew: Link Crew utilizes “Link Alerts” that allow Freshman teachers to identify struggling freshmen and have their Link Crew Leader help the struggling student with academic or social issues they may have, and then they report back to the teacher.

Conflict Mediation: Conflict Mediation provides help to individual students who may need mediation with others on campus. They also give Yellow Ribbon (Suicide Awareness) presentations and offer support systems in place to help struggling students.

Counseling Department: McNair averages 1700-1800 students annually. Transcript analysis occurs at minimum after every grade report. Letters are sent home by counselors for students who receive an F and may need additional support to recover credits. All students in all grades are given counselor presentations based on “grade appropriate interventions.” For seniors only who are in danger of not graduating, interventions such as APEX and Credit Recovery are implemented. For seniors who will not graduate, referrals are placed, so they can have a chance of graduating from a continuation program.

For those students who exhibit signs of anxiety, stress, or are in need of speaking to a mental health specialist, there are referral forms submitted

on an “as needed” basis to appropriate placement.

Before/After School Program: The new Before School Program, along with McNair’s After School Program, allows students to come to school early or stay after school in a safe environment which provides tutoring by McNair Students and volunteer students. Clubs such as: Mock Trial, Garden Club, NHS, M.E.Ch.A., and others also meet during this time. Teachers also offer lunch tutoring and after school tutoring outside of the after school program.

APEX (Credit Recovery): APEX includes Math, Social Science, and English, is offered to all Seniors, and has recently been included during the school day (4th period) to allow students the chance to make up credits they are deficient in within the school day.

SPED: SPED students have IEPs (Individual Education Plan) that follow an optimized academic plan revolving around what types of accommodations or modifications they need to succeed in the classroom and social environment, as well as post-high school living conditions and opportunities.

Case managers also utilize FLEX period to review goals on their IEP or discuss transition plans

- Navigating potential interests in co-curricular activities, (after school clubs, sports, meetings, events)
- Integrating SPED students with the rest of their peers
- Fostering and developing positive relationships between Case Manager/Teacher and Caseload/Students
- Administer survey to determine possible pathways of interest and strengths

LODI CAREER CONNECTIONS is a valuable program for SPED students that substantially prepares them for post high school life.

EL Program: McNair has approximately 305 English Language Learners. That is 17.69 percent of our student population, which places them in Tier 2 of the MTSS. These students, upon entry to McNair, are tested in English for their reading level (Lexile Score) and Math for correct placement. The Lexile score is a key factor in being reclassified as Fluent English Proficient (RFEP). They also utilize these interventions for success:

- Testing upon entrance for Lexile and correct placement
- Placed in a support class for language translation/para educator
- English Language Proficiency of California (ELPAC) taken once/year
- Two times/year reviewed by teachers and meet with counselor for (Non) Satisfactorily meeting all monitoring criteria
- English Language Advisory Committee (ELAC)-parent meeting held every quarter
- Small celebration when redesignated as a Fluent English Learner

AVID: AVID provides support to students with diverse learning needs to prepare skills that will help them not only get into college, but also be successful in graduating from college. In this class, students strengthen

[Before/ After School Program](#)

Google Form Survey Results
APEX

AVID

their writing, critical thinking, public speaking, and SAT/ACT preparation, and they also participate in weekly tutoring sessions that are built into their class period. Twice per year all AVID classes visit a college campus, so that students have exposure to the college experience and the ability to see that college campuses are not a monolith. In their senior year, they receive direct support with their college and financial aid applications.

HOSA: Health Careers Academy is a California Partnership Academy, a small learning community within the high school, to develop skills and explore careers in the healthcare industry. It is a 3-year program which provides a rigorous academic sequence. There are 3 core academy courses, with their 3rd year having a capstone class.

MESA: MESA stands for Mathematics, Engineering, Science, Achievement. It is a program that allows students to engage in math, engineering, and science. The program encourages students to get into STEM fields for their college and careers. The McNair MESA club is connected with University of the Pacific’s MESA program.

Mock Trial: This allows students to experience how real-life trials work, while working on teams. Students make goals, prepare strategies, and examine issues by studying cases.

PBIS: Students are identified and recognized for their positive behaviors. When students are observed doing something positive, staff members may give them an Eagle Bill, which may then be spent in the SOAR Store (student store) for items such as keychains, water bottles, clothing, and more. At the end of the quarter, each staff member has the opportunity to choose one student to send to the SOAR awards brunch; they are encouraged to not only recognize students who consistently exhibit positive behavior, but to also consider students who may still be struggling with their behavior but are moving in the right direction. During the awards brunch, students meet in the cafeteria during second period to eat a special breakfast and also receive certificates and prizes.

Panorama SEL Survey: It is a screener used to assess students’ Self-Efficacy, Social Awareness, Emotional Regulation, Sense of Belonging, Positive Feelings, and Challenging Feelings. The data from the survey provides insight on how students are doing social-emotionally. We have used the data from this survey to develop the Student Success program to meet the needs of our students.

Board Meetings: Student representatives from Lodi Unified High Schools, including McNair, attend Board meetings. Students will speak to the board regarding their school’s achievements, upcoming events and voice any concerns.

Freshmen Orientation: This is an activity that Link Crew has been developing heavily in the past few years. With the recent pandemic, a lot of students, not just freshmen, don’t understand the high school experience. By utilizing the orientation, incoming freshmen are able to find their classes ahead of time, take their ID photos with no

[HOSA](#)

MESA

Mock Trial

PBIS

[Board Briefs](#)

Freshmen Orientation

interference/fear, make new friends, and begin to develop relationships with upperclassmen who can help them throughout the school year.

School Site Council: Students, along with the principal, teachers, school staff and parents meet to review and approve a single plan for student achievement. Students are nominated and a ballot is sent out for students to be chosen. School Site Council meetings are held regularly, and students have a voice in the implementation and effectiveness of the SPSA.

Morada Middle School visit/tour McNair High School: Every Spring, 8th grade students from Morada Middle School visit and tour McNair High School. They are guided by Link Crew students around campus and are given information from counselors that they will need for their upcoming Freshman year.

Social Media Accounts: McNair High School has various social media accounts, mostly managed by students, to keep everyone updated with relevant information. Yearbook, Link Crew, AVID, and various athletic teams all post regularly on social media outlets to keep students updated and engaged.

College/Career Bulletin Boards: Students, along with their advisors and teachers, collaborate to design and create eye-catching and informative bulletin boards for the whole school to enjoy. These boards are used to share information, recruit members/students, and to showcase outstanding work created by our McNair students.

Eagle News: Student leadership classes (Student Government, Link Crew and Conflict Mediation) create a once weekly video bulletin. The goal is every Wednesday a new episode of Eagle News comes out that is informative and entertaining. It shares any upcoming events and important information. Anyone can fill out a form to include information on the weekly broadcast. The Eagle News is posted every Wednesday on the school's website and all social media. It is shown weekly in every Student Success class.

Clubs/Extracurricular: McNair offers a whole array of clubs and extracurricular activities in which students can participate.

Posters: A variety of clubs and classes use posters to inform the students and faculty about events that are occurring on campus, to advertise items on sale (i.e. the yearbook), and to recruit students to participate in more activities on campus. Students also utilize posters as a way to express their creativity and interest using a variety of different mediums and pop culture references.

Community Toiletry Drive: AVID students have organized a toiletry drive for three years in which they collect donations and then deliver them to the homeless in our communities. All students are encouraged to participate by donating personal toiletry items.

Lodi Unified 13th Annual College and Career Planning Night: This an opportunity for students and parents to connect with educational institutions and organizations. Students are able to network and ask questions pertaining to their future goals.

[School Site Council](#)

Morada Middle School Visit/ Tour

Social Media Accounts

- Student Government
- Link Crew
- Yearbook
- Conflict Mediation
- Class Accounts

Bulletin Boards

[Eagle News](#)

[Clubs](#)

Academic and Informative Posters

[Community Toiletry Drive](#)

[College and Career Night](#)

College and Career Center: McNair’s College and Career Center provides a place for students to come in and explore their options for their future. The students are free to stop by any time and explore their options. Students will receive assistance in finding a college or trade school that is fit for the major or career path in which they are interested. The College and Career Center offers students help on looking for scholarships and helping them with any questions they have. We offer financial aid assistance and workshops (with San Joaquin Delta College) to help students and their families complete their FAFSA application. SAT and ACT resources and testing is coordinated in the College and Career Center to help students achieve their best scores. There are also resources for students who are interested in joining the Army, Airforce, and Navy!

Career Preparation: Ronald E. McNair High school provides a variety of options to fit the needs of all our students. In SPED, there are a few additional career exploration options. These include: Career Center, Lodi Career Connections, Recycling Crew, and Shred Center.

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Strengths, and Growth Needs

Areas of Strength

1. Coffee with the Counselors is a regular opportunity for parents/guardians to meet with their child’s counselor and administrators; they are informed of campus activities and important policies and procedures.
2. Multiple club, activity, and sports opportunities are available for all student participation, to help them better connect to their school.
3. The Before and After School Program offers tutoring and enrichment activities, as well as social support and meals to all students who wish to participate.
4. Student Leadership: Student Government, Link Crew, and Conflict Mediation offer multiple tiers of social academic support with the whole school in mind.

Areas of Growth

1. Student Success period is an emerging facet of our whole student development with the goal of increased student engagement and academic progress.
2. Further develop and grow SOAR (PBIS) to better support the social and emotional needs of students, particularly as it pertains to the need for additional targeted services.
3. Additional parent and community engagement opportunities using multiple communication tools.
4. Continue to develop on-campus safety and security procedures.

Next Steps within the schoolwide action plan/SPSA.

1. Developing and growing our Student Success Class is a priority. The next steps include: Conducting a

whole school staff meeting to look at answers from the student survey, look at the foundation of the program and how to strengthen it, including attendance accountability, curriculum, and instruction. Create a Student Success Team. This team will look at branding (Student Success vs. Flex Time), develop curriculum, present lessons to staff, look at data, present data to staff, and solicit feedback (all stakeholders). The goal is to look at data to determine the effectiveness of the student success program with hopes of being able to expand it to include timely, targeted, and specific intervention. The student success team will be provided release time to meet regularly.

2. In order to grow SOAR (PBIS), the Leadership team, in collaboration with Administration, the Success Team, the PBIS Team, and individual departments will look at our student data, to determine student needs. Student data overall shows the need for additional support, for all students, in all areas, including SEL, behavioral, and academics. Currently, the district is providing professional development and support to its school to build multi-tiered systems of supports (MTSS) at each school site to meet the needs of their students. Administration, along with the teams mentioned, will engage with the professional development provided. The Leadership team will work to coordinate the different supports available to build a comprehensive MTSS resource map that can be used to help provide students with the resources they need. The goal is to then train our staff on how to use the MTSS resource map in our Student Success class, as well as our academic classes. Departments will continue to use CPT time to analyze student work/formative assessments and determine academic intervention needs. Teachers would then be able to use our MTSS resources map to plug students into resources and support based on individual student needs. McNair will include in the MTSS resource map the mental resources that are available, including: the suicide prevention council, 180 teen center (better referral process), substance abuse counselor, district community liaison assistant, and district mental health therapist. PBIS is one of the facets of MTSS, and through this process SOAR/PBIS will expand. PBIS will meet regularly.
 3. The district is currently undergoing restructuring. Under the new structure the district will have an Area Director. The North Stockton's Area Director's role will include community outreach. The director will be meeting with elementary, middle and high school parents to build awareness, knowledge, and exposure to parent engagement opportunities from elementary on up. The goal is to build opportunities and set expectations for parent/guardian/community involvement.
 4. In order to develop collective campus procedures, a meeting will be held, with all stakeholders, to discuss current campus procedures related to students being out of class (tardies, out of class with/without passes, bathroom procedures). We will discuss what is working and discuss what procedures/collective agreements need to be refined/implemented. We will hold a whole school meeting to come to collective agreements on procedures related to students being out of class.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - Develop a Student Success Curriculum that focuses on data-determined student needs (SEL, PBIS, Academic Intervention), develop a set of systematic interventions to meet student needs (MTSS), and develop a process to review data as a way to determine the success of our Student Success Program.
 - Continue to improve communication with all stakeholders to further develop parental and community partnerships.
 - Continue to engage in professional development to strengthen curriculum use, instructional strategies, assessments/feedback, and technology integration.
 - Continue to build PBIS with a focus on decreasing the time students are out of class (tardies and out of class without a pass).
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**

We did not identify any additional student learner needs.
-

Prioritized Areas of Growth Needs from Categories A through E By Theme

Professional Development/Common Planning Time:

1. Teachers across curriculums need more training on newly adopted curriculum to help them adapt their current teaching methods to better integrate the materials and assessments to improve student outcomes.
2. McNair's students would benefit from expanding the use of data to drive our programs beyond the administrative scope and into departments for the purpose of identifying and implementing instructional practices that best support our learners.
3. Continue to collaborate on best uses of technology-based instruction and projects.
4. Departments need time to refine non-CP curriculum to ensure course expectations meet the needs of their students and provide skills for students on a career pathway.
5. Increasing the level of rigor in college preparatory classes so that students have the skills needed to be successful in AP and Honors courses.
6. As content across curriculums offer opportunities for cross curricular learning, teachers need time to collaborate with other departments to identify curriculum overlap and develop shared learning opportunities.
7. Continue to develop ways to measure the effects of professional development on teacher practices and the impact they have on student performance.

Student Success Period:

8. Student Success period is an emerging facet of our whole student development with the goal of increased student engagement and academic progress.
9. McNair needs to create a Student Success team that is committed to reviewing relevant data to determine student needs and develop flex-time curriculum that focuses on identified student needs while incorporating social-emotional and interpersonal skills to better align with the mandate expressed by students in the Panorama survey that they did not feel connected to the school community.
10. The leadership team along with departments should work toward developing a set of systematic interventions for students who struggle, guided by data acquired in classroom-based formative assessments, student work habits, attendance, and other relevant data.
11. Recover academic and social learning loss from the pandemic.
12. Incorporate SEL strategies to build relationships and community (building capacity for flextime; give relevance to flextime in regular classes).
13. Further develop and grow SOAR (PBIS) to better support the social and emotional needs of students, particularly as it pertains to the need for additional targeted services.

Campus:

14. Continue to develop on-campus safety and security procedures.

Mission/Vision:

15. Continue to explore the refinement of our mission and vision statements and schoolwide learning outcomes.

Communication/Engagement:

16. Providing timely and constructive feedback.
17. Teachers continue to improve communication with students and parents regarding the student's progress, ie, making an essential standards checklist so students know where they stand.
18. Additional parent and community engagement opportunities using multiple communication tools.

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

	Organization	Curriculum	Instruction	Assessment and Accountability	School Culture and Student Support
Strengths	<ol style="list-style-type: none"> 1. Collaborative and transparent process for resource allocation decisions (Title 1, LCAP, SPSA) 2. Collaborative culture among faculty and staff, including weekly collaboration time 3. Multiple media ways of communication of schoolwide learning outcomes, Mission, Vision statements as well as school expectations. 	<ol style="list-style-type: none"> 1. All core classes have curriculum aligned with the most current framework and California State Standards. 2. Curriculum across subjects offer differentiation to ensure that all students can access grade-level material. 3. Adopted curriculum provides a variety of pathways for students to meet A-G requirements, as well as explore career pathways based on their interests. 	<ol style="list-style-type: none"> 1. Teachers use a variety of resources and platforms of technology to reach different modalities. 2. Many instructional strategies to engage students 3. Collaboration and sharing within and across subject areas, especially concerning Special Education and English language learners, to make accurate placements and create pathways for student success 4. Opportunities for collaboration among teachers and staff members. 	<ol style="list-style-type: none"> 1. McNair uses placement assessments to ensure incoming students are placed in appropriate Math and English courses. 2. Initiation of Flex Time (Student Success) period was based upon results from Panorama survey results, attendance data, and D/F rates. The core purpose of Student Success is to help students feel more connected to the campus community. 3. Most departments have an abundance of tools to monitor and track student progress which they use to determine what topics have been mastered and what needs to be revisited. 4. McNair places students with IEP Services per IEP along with normed assessment. 	<ol style="list-style-type: none"> 1. Coffee with the Counselors is a regular opportunity for parents/guardians to meet with their child’s counselor and administrators; they are informed of campus activities and important policies and procedures. 2. Multiple club, activity, and sports opportunities are available for all student participation, to help them better connect to their school. 3. The Before and After School Program offers tutoring and enrichment activities, as well as social support and meals to all students who wish to participate. 4. Student Leadership: Student Government, Link Crew, and Conflict Mediation offer multiple tiers of social academic support with the whole school in mind.
Growth Areas	<ol style="list-style-type: none"> 1. Continue to explore the refinement of 	<ol style="list-style-type: none"> 1. Teachers across curriculums need 	<ol style="list-style-type: none"> 1. Incorporate SEL strategies to build 	<ol style="list-style-type: none"> 1. McNair’s students would benefit from expanding the 	<ol style="list-style-type: none"> 1. Student Success period is an emerging facet of our whole

<p>our mission and vision statements and schoolwide learning outcomes</p> <ol style="list-style-type: none"> 2. Continue to collaborate on best uses of technology-based instruction and projects 3. Continue to develop ways to measure the effects of professional development on teacher practices and the impact they have on student performance 	<p>more training on newly adopted curriculum to help them adapt their current teaching methods to better integrate the materials and assessments to improve student outcomes.</p> <ol style="list-style-type: none"> 2. As content across curriculums offer opportunities for cross curricular learning, teachers need time to collaborate with other departments to identify curriculum overlap and develop shared learning opportunities. 3. Departments need time to refine non-CP curriculum to ensure course expectations meet the needs of their students and provide skills for students on a career pathway. 	<p>relationships and community (building capacity for flex time; give relevance to flex time in regular classes.</p> <ol style="list-style-type: none"> 2. Providing timely and constructive feedback 3. Increasing the level of rigor in college preparatory classes, so that students have the skills needed to be successful in AP and Honors courses 4. Recover academic and social learning loss from the pandemic 	<p>use of data to drive our programs beyond the administrative scope and into departments for the purpose of identifying and implementing instructional practices that best support our learners.</p> <ol style="list-style-type: none"> 2. McNair needs to create a Student Success Team that is committed to reviewing relevant data to determine student needs and develop flex-time curriculum that focuses on identified student needs while incorporating social-emotional and interpersonal skills to better align with the mandate expressed by students in the Panorama survey that they did not feel connected to the school community. 3. The leadership team, along with departments, should work toward developing a set of systematic interventions for students who struggle, guided by data acquired in classroom-based formative assessments, student work habits, attendance, and other relevant data. 4. Teachers continue to improve communication with students and parents regarding the 	<p>student development with the goal of increased student engagement and academic progress.</p> <ol style="list-style-type: none"> 2. Further develop and grow SOAR (PBIS) to better support the social and emotional needs of students, particularly as it pertains to the need for additional targeted services. 3. Additional parent and community engagement opportunities using multiple communication tools. 4. Continue to develop on-campus safety and security procedures.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

				student's progress, ie, making an essential standards checklist so students know where they stand.	
Next Steps	<p>1.Mission/Vision: In July of 2021, Mark initiated the work of looking at our Mission and Vision statements. The staff participated in a thought exchange and a Jam Board brainstorming session. The action plan is to revisit the mission and vision in early spring. This will start with the Leadership Team to determine the process which will be used to revise the mission. This process will include a plan to include all stakeholders (i.e. parents, students, and community).</p> <p>2.Common Planning Time(CPT): The Leadership Team will revisit the PLC process used during</p>	<p>1.Administration will work with the district, Professional Development Department, RBET staff, and use supplemental funding to provide professional development based on department needs. This would include site based PDs, outside professional development, and connecting struggling teachers with RBET professionals as needed. The Leadership Team will look at the beginning of the school year sitebased PD time and recommend professional development based</p>	<p>1. Developing and growing our Student Success Class is a priority. The next steps include: Conducting a whole school staff meeting to look at answers from the student survey, look at the foundation of the program and how to strengthen it, including attendance accountability, curriculum, and instruction. Create a Student Success Team. This team will look at branding (Student Success vs. Flex Time), develop curriculum, present lessons to staff, look at data, present data to staff, and solicit feedback (all stakeholders). The goal is to look at data to determine the</p>	<p>1.The district is currently participating in the Measuring Student Learning Project (MSLP). This is a district wide professional development. Currently, administration and select members of the Leadership team have been participating. The goal of professional development is to increase the use of data to analyze student learning. The Leadership team will be bringing back the strategies learned, which will include strategies on how to assess student learning and provide timely feedback (for both students and parents), and train staff on how to implement those strategies. Departments will be able to use the strategies for the purpose of identifying and implementing instructional practices that best support our learners.</p> <p>2.Developing and growing our Student Success Class is a priority. The next steps</p>	<p>1.Developing and growing our Student Success Class is a priority. The next steps include: Conducting a whole school staff meeting to look at answers from the student survey, look at the foundation of the program and how to strengthen it, including attendance accountability, curriculum, and instruction. Create a Student Success Team. This team will look at branding (Student Success vs. Flex Time), develop curriculum, present lessons to staff, look at data, present data to staff, and solicit feedback (all stakeholders). The goal is to look at data to determine the effectiveness of the student success program with hopes of being able to expand it to include timely, targeted, and specific intervention. The student success team will be provided release time to meet regularly.</p> <p>2.In order to grow SOAR</p>

<p>CPT time. Determine a process for assessing department needs for professional development and support including professional development on best practices with technology integration.</p> <p>3. Professional Development: As stated above, the Leadership team will determine a process for assessing department needs for professional development and support. Administration will work with the district, Professional Development Department, RBET staff, and use supplemental funding to provide professional development based</p>	<p>on department needs. Administration will provide release time for subjects/teachers requesting extra professional development of the newly adopted curriculum.</p> <p>2. Growth area 2 and 3 combined: Common Planning Time (CPT): The Leadership Team will revisit the PLC process used during CPT time. The Leadership Team will determine a process for assessing department needs for professional development and support. They will revisit the CPT time structure. They will work to determine a structure for CPT time use. Allowing for a designated</p>	<p>effectiveness of the student success program with hopes of being able to expand it to include timely, targeted, and specific intervention. The student success team will be provided release time to meet regularly.</p> <p>2. As a way to grow in our ability to provide timely and constructive feedback, the Leadership Team will assess department needs for professional development and support. Specifically, in reference to assessment and feedback. Departments will continue to use CPT time to analyze student work and determine student intervention needs. Based on the department's need, CPT time will also be used for professional development. The district is currently</p>	<p>include: Conducting a whole school staff meeting to look at answers from the student survey, look at the foundation of the program and how to strengthen it, including attendance accountability, curriculum, and instruction. Create a Student Success Team. This team will look at branding (Student Success vs. Flex Time), develop curriculum, present lessons to staff, look at data, present data to staff, and solicit feedback (all stakeholders). The goal is to look at data to determine the effectiveness of the student success program with hopes of being able to expand it to include timely, targeted, and specific intervention. The student success team will be provided release time to meet regularly.</p> <p>3. The Leadership team in collaboration with Administration, the Success Team, the PBIS Team, and individual departments will look at our student data, to determine student needs. Student data overall shows the need for additional support, for all students, in all areas,</p>	<p>(PBIS), the Leadership team in collaboration with Administration, the Success Team, the PBIS Team, and individual departments will look at our student data, to determine student needs. Student data overall shows the need for additional support, for all students, in all areas, including SEL, behavioral, and academics. Currently, the district is providing professional development and support to its school to build multi-tiered systems of supports (MTSS) at each school site to meet the needs of their students. Administration, along with the teams mentioned, will engage with the professional development provided. The Leadership team will work to coordinate the different supports available to build a comprehensive MTSS resource map that can be used to help provide students with the resources they need. The goal is to then train our staff on how to use the MTSS resource map in our student success class as well</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>on department needs. This would include site based PDs, outside professional development, and connecting struggling teachers with RBET professionals as needed. Administration and the Leadership Team will look at which metrics could be used to determine/measure the effects of professional development on teacher practices and the impact on student performance. The Leadership Team will continue to monitor the number of individuals who participate in professional development with the intention of increasing the percentage of people</p>	<p>time for cross curricular collaboration, vertical alignment, refining Non-CP curriculum, and increasing CP rigor to better align with honors and AP classes.</p>	<p>participating in the Measuring Student Learning Project (MSLP). This is a district wide professional development. Currently, administration and select members of the Leadership team have been participating. The Leadership team will be bringing back the strategies learned, which will include strategies on how to assess student learning and provide timely feedback.</p> <p>3. Common Planning Time (CPT): The Leadership Team will revisit the PLC process used during CPT time. The Leadership Team will determine a process for assessing department needs for professional development and support. They will revisit the CPT time structure and work to</p>	<p>including SEL, behavioral, and academics. Currently, the district is providing professional development and support to its school to build multi-tiered systems of supports (MTSS) at each school site to meet the needs of their students. Administration, along with the teams mentioned, will engage with the professional development provided. The Leadership team will work to coordinate the different supports available to build a comprehensive MTSS resource map that can be used to help provide students with the resources they need. The goal is to then train our staff on how to use the MTSS resource map in our student success class as well as our academic classes. Departments will continue to use CPT time to analyze student work/formative assessments and determine academic intervention needs. Teachers would then be able to use our MTSS resources map to plug students into resources and support based on individual student needs.</p>	<p>as our academic classes. Departments will continue to use CPT time to analyze student work/formative assessments and determine academic intervention needs. Teachers would then be able to use our MTSS resources map to plug students into resources and support based on individual student needs. McNair will include in the MTSS resource map the mental resources that are available, including the suicide prevention council, 180 teen center (better referral process), substance abuse counselor, district community liaison assistant, and district mental health therapist. PBIS is one of the facets of MTSS and through this process SOAR/PBIS will expand. PBIS will meet regularly.</p> <p>3. The district is currently undergoing restructuring. Under the new structure the district will have an Area Director. The North Stockton's Area Director's role will include community outreach. The director will be meeting with elementary,</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>participating. Determine a process for individuals or teams who participate in professional development to bring information back to either the department or whole school as appropriate.</p>		<p>determine an effective structure for CPT time use. An effective structure would include a designated time for cross curricular collaboration, vertical alignment, refining Non-CP curriculum, and increasing CP rigor to better align with honors and AP classes.</p> <p>4. In addition to growing the capacity of our Student Success time to address academic and social learning loss from the pandemic, we will also use funding as shown in our SPSA to provide APEX (credit recovery) during the school day. Our VP and Counseling department is working to increase the number of students participating in the APEX classes.</p>	<p>4. Departments will continue to use CPT time to analyze student work and determine student intervention needs. Based on each department's needs, CPT time will also be used for professional development. The district is currently participating in the Measuring Student Learning Project (MSLP). This is a district wide professional development. Currently, administration and select members of the Leadership team have been participating. The Leadership team will be bringing back the strategies learned, which will include strategies on how to assess student learning and provide timely feedback (for both students and parents), and train staff on how to implement those strategies. The goal is to increase teacher capacity to analyze each student's progress toward standards and strengthen communication of that progress.</p>	<p>middle and high school parents to build awareness, knowledge, and exposure to parent engagement opportunities from elementary on up. The goal is to build opportunities and set expectations for parent/guardian/community involvement.</p> <p>4. In order to develop collective campus procedures, a meeting will be held, with all stakeholders, to discuss current campus procedures related to students being out of class (tardies, out of class with/without passes, bathroom procedures). We will discuss what is working and discuss what procedures/collective agreements need to be refined/implemented. We will hold a whole school meeting to come to collective agreements on procedures related to students being out of class.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Chapter V: Schoolwide Action Plan

The schoolwide action plan along with the SPSA are updated and shared with staff and parents each year. During the process of writing the SPSA, the principal will seek input from staff regarding goals and actions and also ask for staff input when developing the budget for the use of Title 1 funds. The SPSA goals are monitored over the course of the school year. An annual review of each goal, including an accounting of the funds allocated, is required as part of SPSA. The SPSA is approved by the School Site Council and reviewed by district level administration on an annual basis. The SPSA is also reviewed by the Board of Education each year and is directly linked to the district LCAP. The 2023-2024 SPSA will be approved in May of 2023. Our current SPSA can be found [here](#).

Follow up process: To ensure progress is made on the critical areas, a student Success team will be developed in order to drive the work of the student success period as well as the MTSS resource roadmap. The Leadership team, along with administration, will continue to meet regularly to discuss data, help develop the MTSS road map, participate in the MSLP professional development, meet with the new Area Director, determine professional development needs based on teacher and department feedback, and revisit the PLC process used during CPT time. The PBIS Team will continue to meet regularly and help develop the MTSS road map. Departments and the curricular teams will continue to meet weekly in order to make progress on curriculum/instruction and assessments/timely feedback. Administration will update the SPSA for approval at SSC and with the Board of Education.

Major student learner needs 1: Develop a Student Success Curriculum that focuses on data-determined student needs (SEL, PBIS, Academic Intervention), develop a set of systematic interventions to meet student needs (MTSS), and develop a process to review data as a way to determine the success of our Student Success Program.

Next Steps: Developing and growing our Student Success Class is a priority. The next steps include: Conducting a whole school staff meeting to look at answers from the student survey, look at the foundation of the program and how to strengthen it, including attendance accountability, curriculum, and instruction. Create a Student Success Team. This team will look at branding (Student Success vs. Flex time), develop curriculum, present lessons to staff, look at data, present data to staff, and solicit feedback (all stakeholders). The goal is to look at data to determine the effectiveness of the student success program with hopes of being able to expand it to include timely, targeted, and specific intervention. The student success team will be provided release time and/or paid at adjunct rate to work beyond their contract time to meet regularly.

SPSA Goal	Strategy	Responsible Person(s)	Metric/Measurable Outcome	Timeline
Goal 1: English Language Arts Goal 2: Mathematics Goal 3: English	All students will participate in a Student success class. Teachers will be given release time and/or paid at the adjunct rate to work beyond their contract time to develop and refine curriculum for the student success period to meet student needs.	Principal, Student Success Team, Assistant Principals, vice-principal	I-ready data, Grade data, Attendance rates, SEL panorama	January 1, 2022 through June 2, 2024

Learners				
Goal 6: Graduation Rate Goal 7: College and Career Readiness Goal 8: Promote Positive School Climate	All students will participate in a Student success class. In each student success class, teachers will identify students in need of extra support (academic, SEL, school connectedness) and identify programs that may be of benefit to the students. Programs may include courses designed to support students who struggle in math, after school tutoring and/or study hall, Response to Intervention (RTI) programs within different subject areas and credit recovery programs, attendance intervention, mental health resources, and extracurricular activities. Provide release time and or adjunct pay for teachers to collaborate and develop a MTSS resource map.	Principal, Assistant Principals, vice-principal Student Success Team, All teachers	Grade data, Attendance rates, SEL panorama	January 1, 2022 through June 2, 2024

Major student learner needs 2: Continue to improve communication with all stakeholders to further develop parental and community partnerships.

Next Steps: As a way to grow in our ability to provide timely and constructive feedback, the Leadership Team will assess department needs for professional development and support. Specifically in reference to assessment and feedback. The district is currently participating in the Measuring Student Learning Project (MSLP). This is a district wide professional development. Currently administration and select members of the Leadership team have been participating. The Leadership team will be bringing back the strategies learned which will include strategies on how to assess student learning and provide timely feedback (for both students and parents), and train staff on how to implement those strategies. The goal is to increase teacher capacity to analyze each student's progress toward standards and strengthen communication of that progress.

The district is currently undergoing restructuring. Under the new structure the district will have an Area Director. The North Stockton's Area Director's role will include community outreach. The director will be meeting with elementary, middle and high school parents to build awareness, knowledge, and exposure to parent engagement opportunities from elementary on up. The goal is to build opportunities and set expectations for parent/guardian/community involvement.

SPSA Goal	Strategy	Responsible Person(s)	Metric/Measurable Outcome	Timeline
Goal 4: Parent/Family engagement	PI 1 Parents will be solicited to be part of McNair High's School Site Council, Athletic Boosters, Music Boosters, clubs, Coffee w/Counselors and other activities within the McNair	All teachers, Assistant Principals, vice-	Attendance at Back To School Night, Attendance at Monthly	January 1, 2022 through June 2, 2024

	High community.	principal, and principal	Coffee With The Counselors, Participation in Various Surveys Created District or McNair High School, Parent Participation in WASC	
Goal 6: Graduation Rate Goal 7: College and Career Readiness Goal 8: Promote Positive School Climate	<p>PI 6 Provide opportunities for teachers, counselors and other staff to emphasize the importance of parent involvement in school. This may include trainings and conferences provided by outside organizations.</p> <p>Provide release time and or adjunct pay for the Leadership team to collaborate on how to bring MSLP strategies to the school and department level and to meet with the new area director in collaboration to the parent engagement work being done.</p>	All teachers, counselors, Assistant Principals, vice-principal, and assistant principals	Grade data, Attendance rates, SEL panorama	January 1, 2022 through June 2, 2024

Major student learner needs 3: Continue to engage in professional development to strengthen curriculum use, instructional strategies, assessments/feedback, and technology integration.

Next Steps: The leadership team will determine a process for assessing department needs for professional development and support. Administration will work with the district, Professional Development Department, RBET staff, and use supplemental funding to provide professional development based on department needs. This would include site based PDs, outside professional development, and connecting struggling teachers with RBET professionals as needed. Administration and the Leadership Team will look at which metrics could be used to determine/measure the effects of professional development on teacher practices and the impact on student performance. The Leadership Team will continue to monitor the number of individuals who participate in professional development with the intention of increasing the percentage of people participating. Determine a process for individuals or teams who participate in professional development to bring information back to either the department or whole school as appropriate. The Leadership Team will look at the beginning of the school year sitebased PD time and recommend professional development based on department needs.

The Leadership Team will revisit the PLC process used during CPT time. Determine a process for assessing department needs for professional development and support including professional development on best practices with technology integration. They will revisit the CPT time structure and work to determine an effective structure for CPT time use. An effective structure would include a designated time for cross curricular collaboration, vertical alignment, refining Non-CP curriculum, and increasing CP rigor to better align with honors and AP classes.

SPSA Goal	Strategy	Responsible	Metric/Measurable	Timeline
-----------	----------	-------------	-------------------	----------

		Person(s)	Outcome	
Goal 1: English Language Arts Goal 2: Mathematics Goal 3: English Learners Goal 6: Graduation Rate Goal 7: College and Career Readiness	Teachers will be provided with release time and/or adjunct rate for subjects/teachers requesting extra professional development of the newly adopted curriculum and/or curriculum implementation.	All Teachers	I-ready data, Grade data, Graduation rates	January 1, 2022 through June 2, 2024
Goal 5: Professional Development	PD1: All teachers will have weekly collaboration time for 1 hour each week. Activities will include developing common assessments and analyzing the data of the assessment for the purpose of driving future instruction.	All teachers, assistant principals, vice-principal, and principal	% of teachers participation in Professional development	January 1, 2022 through June 2, 2024

Major student learner needs 4: Continue to build PBIS with a focus on decreasing the time students are out of class (tardies and out of class without a pass).

Next Steps: In order to grow SOAR (PBIS), the leadership team in collaboration with Administration, the Success Team, the PBIS Team, and individual departments will look at our student data, to determine student needs. Student data overall shows the need for additional support, for all students, in all areas, including SEL, behavioral, and academics. Currently the district is providing professional development and support to its school to build multi-tiered systems of supports (MTSS) at each school site to meet the needs of their students. Administration along with the teams mentioned will engage with the professional development provided. The leadership team will work to coordinate the different supports available to build a comprehensive MTSS resource map that can be used to help provide students with the resources they need. The goal is to then train our staff on how to use the MTSS resource map in our student success class as well as our academic classes. Departments will continue to use CPT time to analyze student work/formative assessments and determine academic intervention needs. Teachers would then be able to use our MTSS resources map to plug students into resources and support based on individual student needs. McNair will include in the MTSS resource map the mental resources that are available including, the suicide prevention council, 180 teen center (better referral process), substance abuse councilor, district community liaison assistant, and district mental health therapist. PBIS is one of the facets of MTSS and through this process SOAR/PBIS will expand. PBIS will meet regularly.

In order to develop collective campus procedures a meeting will be held, with all stakeholders, to discuss current campus procedures related to

students being out of class (tardies, out of class with/without passes, bathroom procedures). We will discuss what is working and discuss what procedures/collective agreements need to be refined/implemented. We will hold a whole school meeting to come to collective agreements on procedures related to students being out of class.				
SPSA Goal	Strategy	Responsible Person(s)	Metric/Measurable Outcome	Timeline
Goal 6: Graduation Rate Goal 7: College and Career Readiness Goal 8: Promote Positive School Climate	Provide release time and/or adjunct pay for teachers to collaborate and develop a MTSS resource map.	All teachers, assistant principals, vice-principal, and principal	Attendance data, Suspension and expulsion rates, SEL panorama	January 1, 2022 through June 2, 2024
Goal 5: Professional Development	PD 2: Provided opportunities for teachers and administrators to attend conferences focused on a variety of topics, including technology, student engagement and Multi Tiered Systems of Support (MTSS) . An area of focus in the 2022-2023 school year is the development and implementation of a Multi Tiered System of Support (MTSS). This includes the implementation of a flextime period. During the 2022 -2023 school year teachers and administrators will engage in professional development activities that focus on MTSS. Teachers and administrators will also research existing MTSS programs in an effort to determine what would be most effective for McNair High School. Activities may include, but will not be limited to MTSS conferences offered by Solution Tree , conferences offered by the bureau of educational research and other organizations.	All teachers, assistant principals, vice-principal, and principal	Attendance data, Suspension and expulsion rates, SEL panorama	January 1, 2022 through June 2, 2024

Appendices:

- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. [Panorama SEL and Panorama SEL by Group](#)
- C. [Results of parent/community questionnaire/interviews](#)
- D. [California Healthy Kids Survey](#)
- E. [Master schedule](#)
- F. [Approved AP course list](#)
- G. [UC a–g approved course list](#)
- H. [Course Catalog](#)
- I. [California School Dashboard performance indicators](#)
- J. [School accountability report card \(SARC\)](#)
- K. [Graduation requirements](#)
- L. [2022-2023 SPSA](#)