

Ronald E. McNair High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Ronald E. McNair High School
Street	9550 Ronald E. McNair Way
City, State, Zip	Stockton, CA 95210
Phone Number	209-953-9245
Principal	Nicole Vertar
Email Address	nvertar@lodiUSD.net
School Website	https://mcnair.lodiUSD.net/
Grade Span	9-12
County-District-School (CDS) Code	39685850108225

2025-26 District Contact Information

District Name	Lodi Unified School District
Phone Number	(209) 331-7000
Superintendent	Neil Young
Email Address	nyoung@lodiUSD.net
District Website	www.lodiUSD.net

2025-26 School Description and Mission Statement

Ronald E. McNair High School is the newest comprehensive high school in Lodi Unified School District. We currently service students in the 9th through 12th grades. The teaching staff covers the following areas: Family and Consumer Education, English, World Language, Math, Physical Education, Science, Social Science, Special Education, and Visual and Performing Arts. McNair High also offers Career Technical Education courses in the areas of Computer Science, Culinary Arts, and Health Occupations, as well as a JROTC Program. McNair High sits at the corners of West Lane and Morada Lane. It is surrounded on three sides by farmland. McNair High opened on August 15, 2005. The site boasts a main building, which houses 84 classrooms, a library, a career center, and offices. In addition, two gymnasiums with locker rooms and a community center, a multi-purpose room/cafe/tertia, a theater with band, choir, and media broadcast classrooms, and a consumer education

2025-26 School Description and Mission Statement

building, which includes the CTE restaurant, are also on the campus.

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

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

SCHOOL MOTTO:
Soar to Excellence

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	420
Grade 10	397
Grade 11	462
Grade 12	365
Total Enrollment	1,644

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52
Non-Binary	0.1
American Indian or Alaska Native	0.4
Asian	37.5
Black or African American	9.2
Filipino	5.2
Hispanic or Latino	38.3
Native Hawaiian or Pacific Islander	1.3
Two or More Races	3.6
White	4.3
English Learners	15.4
Foster Youth	0.9
Homeless	0.5
Migrant	1.9
Socioeconomically Disadvantaged	78.3
Students with Disabilities	15.6

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	74.8	79.09	1281.6	82.81	234405.2	84
Intern Credential Holders Properly Assigned	4.5	4.79	60.6	3.92	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10	10.58	83.1	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	49.6	3.21	11953.1	4.28
Unknown/Incomplete/NA	5.2	5.53	72.5	4.69	15831.9	5.67
Total Teaching Positions	94.6	100	1547.6	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	67.7	72.86	1226	81.46	231142.4	83.24
Intern Credential Holders Properly Assigned	5.6	6.03	56.3	3.74	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	12.1	13.09	96.2	6.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	53.4	3.55	11746.9	4.23
Unknown/Incomplete/NA	7.4	8.01	73	4.85	14303.8	5.15
Total Teaching Positions	92.9	100	1505.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	69.5	74.64	1221.9	80.65	230039.4	100
Intern Credential Holders Properly Assigned	4.7	5.09	61.5	4.06	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	15.6	16.75	127.3	8.4	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	0.8	40.3	2.66	12112.8	4.34
Unknown/Incomplete/NA	2.5	2.71	63.9	4.22	13705.8	4.91
Total Teaching Positions	93.2	100	1515.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.90	1.3	2.4
Misassignments	8.00	10.8	13.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	10.00	12.1	15.6

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.7
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.1	15	16.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	2.2

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		July 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Grade 9 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016	0.0%
	(Grade 9-12 Intensive Intervention) Scholastic Read 180: Next Generation, Scholastic, c.2012 Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 4/17/2011	
	(Grade 9-12 Intensive Intervention) Scholastic System 44 Next Gen, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014	
	(Grade 10 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016	
	(Grade 11 Base Core) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016	
	(Grade 11 AP Language) The Language of Composition: Reading, Writing, Rhetoric, Bedford, c.2013 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 1/12/2016	

	(Grade 11-12 Creative Writing) Bedford Introduction to Literature, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007 (Grade 12 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016 (Grade 12 - AP Language) Bedford Introduction to Literature, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007	
Mathematics	(Grade 9 Intervention) Core Connections Course 3, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014 (Grade 9-12 Base Core) Core Connections: Integrated Course 1, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014 (Grade 10-12 Base Core) Core Connections: Integrated Course 2, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014 (Grade 10-12 Base Core) Core Connections: Integrated Course 3, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014 (Grade 10-12) Understanding Basic Statistics, Cengage, c.2024 Adopted Year: 2024 From most recent adoption: No, Local Board Approval on 1/16/2024 (Grade 11-12) Math for Financial Literacy, Goodheart & Wilcox, 2013 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/15/18 (Grade 11-12) Personal Financial Literacy, Pearson, 2023 Adoption Year: 2024 From most recent adoption: No, Local Board Approval on 1/16/2024 (Grade 11-12 AP) AP The Practice of Statistics, Bedford Freeman & Worth Co., c.2020	0.0%

	Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022 (Grade 11-12 AP) Precalculus, CPM, c.2018 PreCalculus with AP Supplement, CPM, c.2024 Adopted Year: 2024 From most recent adoption: No, Local Board Approval on 1/16/2024 (Grade 12) Precalculus, CPM, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/15/18 (Grade 12 AP) Calculus for AP, Cengage 2017 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 6/6/2017	
Science	(Grade 9) Inspire Earth Science, McGraw Hill, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 9-12) Physics of the Universe, Discovery Ed., c.2019 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 7/7/2020 (Grade 9-12) Inquiry Into Life, McGraw Hill., c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 9-12) CA Inspire Chemistry, McGraw Hill., c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 10-12) CA Inspire Biology, McGraw Hill, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 10-12) Forensic Science: Fundamentals and Investigations 3rd Ed., Cengage, c.2021 Adoption Year: 2022 From Most Recent Adoption: No, Local Board Approval on 6/7/2022 (Grade 11-12 AP) Campbell: Biology in Focus 3rd Ed., AP Edition, Pearson/SAVVAS, c.2020 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022 (Grade 11-12) CA Inspire Chemistry, McGraw Hill, c. 2020 Adoption Year: 2020	0.0%

	From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 11-12 AP) Chang, Chemistry: AP Edition, McGraw Hill, c.2023 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022 (Grade 11-12) Holt Environmental Science, Holt, Rinehart & Winston, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/6/2008 (Grade 11-12 AP) Environmental Science for the AP Course, Bedford, Freeman & Worth, c.2019 Adoption Year: 2021 From most recent adoption: No, Local Board Approval on 6/1/2021 (Grade 11-12) CA Inspire Physics, McGraw Hill, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 11-12) Hole's Anatomy & Physiology, MacMillan/McGraw, c.2022 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/4/2024 (Grade 11-12) Astronomy: Journey to the Cosmic Frontier, McGraw Hill, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/6/2008 (Grade 11-12) Marine Science 2nd Ed., McGraw Hill, c.2019 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022 (Grade 12 AP) College Physics for the AP Physics 1 & 2 Courses, BFW, c.2023 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 6/6/2023	
History-Social Science	(Grade 9) World Geography: My World Interactive, Pearson/Prentice Hall, c. 2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 9-12) Voices: An Ethnic Studies Survey, Gibbs Smith Education, c.2024 Adoption Year: 2025 From most recent adoption: No, Local Board Approval on 1/14/2025	0.0%

(Grade 9-12 AP) Art Through the Ages: A Global History,
Cengage Learning, c. 2016
Adoption Year: 2015
From most recent adoption: No, Local Board Approval on
5/19/2015

(Grade 9-12 AP) World Civilizations: The Global Experience,
Pearson, c.2017
Adoption Year: 2018
From most recent adoption: No, Local Board Approval on
3/27/2018

(Grade 9-12 AP) Human Geography for the AP Course, BFW, c.
2021
Adoption Year: 2023
From most recent adoption: No, Local Board Approval on
6/6/2023

(Grade 10) World History: A Modern World, Pearson/Prentice
Hall, c.2018
Adoption Year: 2018
From most recent adoption: No, Local Board Approval on
5/1/2018

(Grade 10-12 AP) Western Civilization Since 1300 Enhanced AP
Edition, Cengage, c.2021
Adoption Year: 2022
From most recent adoption: No, Local Board Approval on
6/7/2022

(Grade 11) United States History: The Twentieth Century,
Pearson/Prentice Hall, c.2019
Adoption Year: 2018
From most recent adoption: No, Local Board Approval on
5/1/2018

(Grade 11 AP) Fabric of a Nation: A Brief History with Skills and
Sources, Bedford/ St. Martin /BFW, c.2020
Adoption Year: 2022
From most recent adoption: No, Local Board Approval on
6/7/2022

(Grade 11-12) Sociology & You, Glencoe, c.2014
Adoption Year: 2018
From most recent adoption: No, Local Board Approval on
5/1/2018

(Grade 11-12) Understanding Psychology, McGraw Hill, c.2014
Adoption Year: 2018
From most recent adoption: No, Local Board Approval on
5/1/2018

(Grade 11-12) Popular Culture: A User's Guide, Wiley & Sons,
c.2017
Adoption Year: 2025
From most recent adoption: No, Local Board Approval on
1/14/2025

(Grade 11-12 AP) Myer's Psychology, Bedford Freeman/Worth,
c.2024

	Adoption Year: 2025 From most recent adoption: No, Local Board Approval on 1/14/2025 (Grade 12) Magruder's American Government, Pearson/Prentice Hall, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 12) Economics: Principles in Action, Pearson/Prentice Hall, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 12 AP) American Government and Politics Today, Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007 (Grade 12 AP) Principles of Economics AP (Micro), Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007 (Grade 12 AP) Principles of Economics AP (Macro), Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007	
Foreign Language	(Grade 9-12 ASL) Signing Naturally Units 1-6, Units 7-12, c.2008 Adoption Year: 2025 From most recent adoption: No, Local Board Approval on 1/14/2025 (Grade 9-12 AP German) Stationen-Ein Kursbuch Fuer die Mittlestufe, Thomson & Heinle, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/20/2008 (Grade 9-12 AP Spanish) Temas, Vista Higher Learning, c.2023 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 6/6/2023 (Grade 9-12 AP Spanish Literature) Abriendo Puertas: Ampliando Perspectivas, HMH Co., c.2013 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015 (Grade 9-12 French) Entre Cultures, Level 1-3, Wayside Publishing, c.2020 Adoption Year: 2022	0.0%

	From most recent adoption: No, Local Board Approval on 5/10/2022 (Grade 9-12 French) Entre Cultures, Level 4, Wayside Publishing, c.2025 Adoption Year: 2025 From most recent adoption: No, Local Board Approval on 1/14/2025 (Grade 9-12 German) Portfolio Deutsch Neu, Level 1-3, Klett Publishing, c.2019 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 5/10/2022 (Grade 9-12 Italian) Davvero 1, Wayside Publishing, c.2024 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 1/14/2025 (Grade 9-12 Japanese) Adventures in Japanese, Level 1-2, Cheng & Tsui Co., c.2015 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 2/18/2020 (Grade 9-12 Japanese) Adventures in Japanese 3, Cheng & Tsui Co., c.2017 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 2/18/2020 (Grade 9-12 Spanish) Senderos Level 1-4, Vista Higher Learning, c.2022 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 5/10/2022 (Grade 9-12 Spanish for Native Speakers) Galeria 1-2, Vista Higher Learning, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 6/2/2020 (Grade 11-12 AP French) Perspectives, 1st. Ed., Vista Higher Learning, c.2023 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 6/6/2023	
Health	(Grade 9-12) FLASH Curriculum, King County Public Health, c. 2019 Adoption Year: 2020 From the most recent adoption: Yes (Grade 9-10) Project Toward No Drug Abuse, USC, c.2004 Adoption Year: 2005 From the most recent adoption: No, Local Board Approval on 6/7/2005	0.0%

	(Grade 9-12) Glencoe Health, Glencoe/McGraw, c.2018 Adoption Year: 2018 From the most recent adoption: No, Local Board Approval on 5/15/2018	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:

Year built 2005.

MAINTENANCE AND REPAIR:

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

CLEANING PROCESS AND SCHEDULE:

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

DEFERRED MAINTENANCE PROJECTS: N/A

MODERNIZATION PROJECTS:

2012 Installed netting outside lunch area for bird problem, replaced fencing, re-roofed various portables, & replaced various parking lot solar panels. 2015 Roof coating project for Building "A", replaced domestic water booster system, and replaced culinary arts kitchen. 2016 added access control and cameras for security, replaced various gym bleacher seats, and repaired JV baseball field. 2017 Prop 39 Y r 2 Wireless Energy Management System Replacement Project. 2017 Measure U exterior Painting Project. Athletics Field Improvements. Installed weed barriers in flower beds of tennis courts and parking lot areas. 2017-18 Adding outside lighting to gym area and planning on re-ballasting gym lights. 2018 Prop 39 Yr 3-5 Lighting Retrofit Services project. 2021 Jive Wiring & Sealcoat patch completed. 2022 Sealcoated Blacktop. 2025 Lighting Panel Upgrade Project.

NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Ronald E. McNair High on 10/13/2025.

Lodi Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or the district office. As of October 2025, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Ronald E. McNair High.

These needs include:

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	October 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	39	36	39	40	47	48
Mathematics (grades 3-8 and 11)	13	12	28	30	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	433	424	97.92	2.08	36.08
Female	202	197	97.52	2.48	42.13
Male	231	227	98.27	1.73	30.84
American Indian or Alaska Native	--	--	--	--	--
Asian	164	163	99.39	0.61	42.33
Black or African American	41	41	100.00	0.00	29.27
Filipino	28	27	96.43	3.57	55.56
Hispanic or Latino	169	164	97.04	2.96	29.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	25.00
White	16	15	93.75	6.25	33.33
English Learners	62	59	95.16	4.84	5.08
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	22	21	95.45	4.55	52.38
Socioeconomically Disadvantaged	242	238	98.35	1.65	28.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	52	49	94.23	5.77	4.08

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	433	425	98.15	1.85	11.53
Female	202	198	98.02	1.98	6.57
Male	231	227	98.27	1.73	15.86
American Indian or Alaska Native	--	--	--	--	--
Asian	164	163	99.39	0.61	17.18
Black or African American	41	41	100.00	0.00	0.00
Filipino	28	27	96.43	3.57	29.63
Hispanic or Latino	169	165	97.63	2.37	4.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	16.67
White	16	15	93.75	6.25	20.00
English Learners	62	60	96.77	3.23	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	22	22	100.00	0.00	9.09
Socioeconomically Disadvantaged	242	238	98.35	1.65	7.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	52	49	94.23	5.77	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	18.65	16.12	24.37	23.24	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	786	773	98.35	1.65	16.17
Female	376	372	98.94	1.06	14.78
Male	410	401	97.80	2.20	17.46
American Indian or Alaska Native	--	--	--	--	--
Asian	300	299	99.67	0.33	21.40
Black or African American	72	70	97.22	2.78	2.86
Filipino	50	50	100.00	0.00	34.00
Hispanic or Latino	298	290	97.32	2.68	10.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	7.41
White	29	28	96.55	3.45	21.43
English Learners	108	106	98.15	1.85	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	37	37	100.00	0.00	8.11
Socioeconomically Disadvantaged	504	497	98.61	1.39	12.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	117	113	96.58	3.42	4.42

2024-25 Career Technical Education Programs

At Ronald E. McNair High we believe that a carefully selected path will better prepare students for a more productive work life. We strongly encourage students to choose a challenging curriculum to better prepare them for the workplace. CTE programs and courses offered at McNair are designed to improve student achievement, while continuing to place specific emphasis on the standards-based curriculum. CTE courses offered include Health Science, Medical Technology, Child Development, Information Technology, Culinary Arts and many more. Students also have the opportunity to participate in CTE courses at Lincoln Technical Academy, the district's CTE center, in which courses are designed with college and career and preparation as the focus.

All LUSD CTE classes are required to meet the economic demands of the local economy and are designed to provide students with the academic, technical and employability skills and knowledge to pursue postsecondary training, higher education, and viable careers. District CTE programs are evaluated regularly, based on the 12 Elements of High Quality CTE Program's criteria. All programs/CTE pathways are required to hold at least one advisory committee meeting per year with local business partners to provide expert advice and collaborative input to continue providing updated training skills and knowledge. In addition, the district conducts an annual Follow-up study to provide data regarding effectiveness of desired outcomes.

2024-25 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	569
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

2024-25 Course Enrollment/Completion	
This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.	
UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	94.4
Graduates Who Completed All Courses Required for UC/CSU Admission	27.69

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	96%	96%	96%	96%	97%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
Parents who wish to participate in Ronald E. McNair High School's leadership teams, school committees (including School Site Council and the English Language Advisory Committee), and school activities (including Coffee with the Counselors), or who wish to become volunteers, may contact Principal Nicole Vertar at (209) 953-9245.

2025-26 Opportunities for Parental Involvement

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	10.3	8.9	7.8	7	5.5	4.3	8.2	8.9	8
Graduation Rate	86.8	89.5	87.8	87.3	90.3	91.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	370	325	87.8
Female	188	166	88.3
Male	182	159	87.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	143	133	93.0
Black or African American	31	24	77.4
Filipino	23	23	100.0
Hispanic or Latino	134	114	85.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	13	11	84.6
White	15	12	80.0
English Learners	91	72	79.1
Foster Youth	--	--	--
Homeless	11	6	54.5
Socioeconomically Disadvantaged	332	291	87.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	63	44	69.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1773	1707	538	31.5
Female	851	820	279	34.0
Male	921	886	259	29.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	644	632	162	25.6
Black or African American	185	169	82	48.5
Filipino	86	85	18	21.2
Hispanic or Latino	686	655	216	33.0
Native Hawaiian or Pacific Islander	24	23	8	34.8
Two or More Races	63	60	22	36.7
White	74	73	26	35.6
English Learners	287	271	107	39.5
Foster Youth	26	24	14	58.3
Homeless	19	17	10	58.8
Socioeconomically Disadvantaged	1431	1384	467	33.7
Students Receiving Migrant Education Services	32	32	7	21.9
Students with Disabilities	275	257	110	42.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
11.42	7.93	8.18	6.06	5.2	4.58	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.83	0.27	0.17	0.27	0.23	0.08	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.18	0.17
Female	7.52	0.24
Male	8.79	0.11
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.04	0.00
Black or African American	18.38	1.62
Filipino	2.33	0.00
Hispanic or Latino	8.16	0.00
Native Hawaiian or Pacific Islander	20.83	0.00
Two or More Races	17.46	0.00
White	10.81	0.00
English Learners	10.10	0.00
Foster Youth	26.92	3.85
Homeless	21.05	0.00
Socioeconomically Disadvantaged	8.87	0.21
Students Receiving Migrant Education Services	15.63	0.00
Students with Disabilities	14.55	0.36

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

A Comprehensive School Safety Plan is in place to address safety issues as well as a school wide plan to eliminate bullying behavior. Key elements of the safety plan include safe school strategies and programs, disaster response procedures, procedures for safe ingress and egress and rules and procedures on school discipline. School wide behavior expectations and discipline policies are consistently applied and students are provided adult supervision at all times. Visitors to the school must sign in at the office and receive a visitor's pass prior to going to classrooms. Visitors must return to the office and sign out upon leaving the school. Our Comprehensive School Safety Plan was last reviewed on 2/4/2025.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	38	35	4
Mathematics	22	19	25	0
Science	29	7	9	9
Social Science	18	28	11	10

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	50	20	8
Mathematics	20	30	14	6
Science	27	4	18	5
Social Science	19	22	17	6

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	59	21	2
Mathematics	20	31	26	1
Science	19	19	14	2
Social Science	19	22	16	4

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	328.8

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20,984.70	\$8,023.70	\$12,961.00	\$91,459.15
District	N/A	N/A	\$11,495.78	\$94,261
Percent Difference - School Site and District	N/A	N/A	12.0	-3.0
State	N/A	N/A	\$11,146.18	\$100,333
Percent Difference - School Site and State	N/A	N/A	15.1	-9.3

Fiscal Year 2024-25 Types of Services Funded

In addition to services provided with general funding, Lodi Unified School District also provides programs and supplemental services that are funded through either Local Control Funding Formula (LCFF) or other sources. Services vary by school and may include:

- After School Programs
- AVID Programs
- Special Education
- Counseling Services (Academic and Career)
- Extended Day/Year/Summer School
- Supplemental instructional materials
- Enrichment Programs
- Access to Technology
- Social Services
- Athletic Programs
- Program for English Learners
- Distance Learning Resources
- Online and in-person tutoring

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$64,739	\$60,863
Mid-Range Teacher Salary	\$84,857	\$93,575
Highest Teacher Salary	\$120,665	\$125,548
Average Principal Salary (Elementary)	\$146,889	\$157,645
Average Principal Salary (Middle)	\$177,453	\$165,341
Average Principal Salary (High)	\$186,110	\$182,580
Superintendent Salary	\$302,000	\$357,064
Percent of Budget for Teacher Salaries	29.88%	30.36%
Percent of Budget for Administrative Salaries	4.66%	4.88%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	11.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	1
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	20

Professional Development

There are five total days. Historically, two are set aside for district directed site development, 1.5 for site directed Professional Development and 1.5 for teachers to work in classrooms and prepare for the school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development			
Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	5