School Year: **2026-27**

EAGLES

McNAIR HIGH

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ronald E. McNair High School	39685850108225	May 19, 2026	6/16/2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Ronald E. McNair High School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities
To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.
Strategies to Address Goal #1 for ESSA Compliance:

- Regularly review and align curriculum with state standards.
- Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency
Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.
Strategies to Address Goal #2 for ESSA Compliance:

- Implement data-driven instructional practices to monitor student progress in ELA and Math.
- Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment
We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.
Strategies to Address Goal #3 for ESSA Compliance:

- Conduct regular climate surveys to gather feedback from students, families, and staff.
- Analyze attendance and behavioral data to identify trends and implement interventions as needed. Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Ronald E. McNair High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Comprehensive Needs Assessment
The process began in December 2025 and continued through February 2026 with the Comprehensive Needs Assessment (CNA), during which the school community engaged in multiple activities to examine current practices and student outcomes. This phase included administering the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey, conducting classroom visits, facilitating focus groups, and reviewing artifacts related to instructional practices, school systems, and student supports. In addition, school leaders completed a reflective self-assessment aligned with the Four Domains for Rapid School Improvement to evaluate leadership, instruction, culture, and systems and to provide internal perspectives on current practices.

Stakeholder engagement was an integral part of this process, with input gathered from teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were used to gather perspectives, validate findings, and build shared understanding of the school's strengths and areas for growth. As part of this phase, the team also reviewed Lodi Unified's accountability data, including student attendance and achievement data available through the school's report card. The combination of stakeholder input, quantitative data, and artifact review provided a well-rounded understanding of school performance and informed the findings of the CNA report.

Phase Two: Root Cause Analysis
In the second phase, the leadership team engaged in a root cause analysis process to examine the CNA findings more deeply. Through collaborative discussions and data analysis, the team identified the key factors influencing student performance and school outcomes. This process helped clarify the underlying drivers of both strengths and challenges, allowing the team to prioritize the most critical areas for improvement and focus their efforts on strategies most likely to impact student learning.

Phase Three: SPSA Plan Development
The final phase focused on the development of the School Plan for Student Achievement (SPSA). Using insights from the CNA and root cause analysis, school leadership teams with input from stakeholders worked together to develop focused goals, strategies, and actionable steps aligned with identified needs. This phase emphasized ensuring that improvement efforts are clearly connected to data and supported by specific actions designed to strengthen instructional practices, support student learning, and promote continuous improvement across the school.

Ongoing Engagement and Continuous Improvement
The school will continue to engage educational partners throughout the year to review progress and guide ongoing improvement of the School Plan for Student Achievement (SPSA). The School Site Council (SSC) will serve as a central structure for monitoring the implementation of strategies, reviewing student data, and discussing adjustments to actions based on evidence of impact. The English Learner Advisory Committee (ELAC) and other parent advisory groups will also be provided opportunities to review progress and offer input, ensuring that the needs of English learners and other student groups remain a focus of the school's improvement efforts.

Staff collaboration will also support the ongoing implementation of the plan. Regular opportunities during staff and team meetings will be used to review data, reflect on instructional practices, and make adjustments to strategies as needed to better support student learning.

The school will continue to communicate updates and gather feedback from the broader school community through multiple channels, such as newsletters, school communication platforms, parent meetings, and translated materials to ensure accessibility for all families. Student perspectives will also be incorporated through a variety of opportunities, such as surveys, classroom discussions, and student leadership forums.

Through continued collaboration and communication with educational partners, the school will use the SPSA as a living plan that guides improvement efforts and responds to the evolving needs of students and the school community.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

A review of Ronald E. McNair High School's California Dashboard data reveals significant academic performance challenges and equity gaps that align closely with the priority needs identified in the Comprehensive Needs Assessment. The school received a Red performance level in Mathematics, with students scoring 133.5 points below standard and six student groups—including African American, English Learners, Long-Term English Learners, Hispanic students, Socioeconomically Disadvantaged Students, and Students with Disabilities—also in the Red. In English Language Arts, McNair scored Orange overall, but five student groups were in the Red, indicating a two-level or more performance gap. These trends highlight the urgent need for consistent and differentiated professional development (Four Domains Practice 2.2) to support teachers in addressing the diverse academic and behavioral needs of students.

Additionally, the school's ability to effectively monitor short-term and long-term goals is an identified area for improvement. With Dashboard indicators in the Orange for English Learner Progress and College/Career Readiness—and three student groups in the Red for the latter—establishing structured systems for progress monitoring is critical.

Regular data chats, collaborative meetings, and transparent goal-setting processes will enable staff to adjust instruction based on student outcomes and ensure alignment with schoolwide improvement efforts. Addressing these priority needs is essential for reducing performance gaps and improving outcomes for Ronald E. McNair's most at-risk student populations.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

College/Career Readiness indicators show a deep gap. The African American student group is in the Red performance band, with only 3.2% meeting the "Prepared" criteria.

Suspension Rates for English Learners, Long-Term English Learners, and students of Two or More Races are in the Red category (41.3%), while Asian, Filipino, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups are in Orange, reflecting ongoing issues with school climate and equity in discipline.

Significant Performance Gaps:

*English Learners, Students with Disabilities, and African American students consistently underperform across multiple indicators (ELA, Math, and College/Career), indicating a systemic need for targeted academic support.

*The gap between Asian students (Green in Graduation Rate) and underperforming student groups (African American, English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities) is two performance levels, emphasizing inequities in access to high-quality instruction and support.

Steps Taken or Planned:
To address these challenges, the school has initiated several improvement strategies:

*Increased targeted academic interventions during and after school hours, particularly in Math and ELA
*Increased professional learning for teachers focused on evidence-based instructional strategies and supports for students
*Restorative practices and PBIS initiatives are being expanded to reduce suspension rates and improve school climate.
*College and Career preparation programs are being restructured to include more support for underrepresented groups, including access to A-G aligned coursework and CTE pathways.
*The site is actively engaging with district leadership and external partners, such as WestEd, to support instructional coaching and strategic planning aligned with turnaround principles.

These efforts are designed to improve student achievement, close equity gaps, and ensure all students are prepared for college, career, and life success.

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 1 was Academic Growth and Achievement.
The goals was to increase proficiency by 5% for ELA (CAASPP and Dashboard), Math (CAASPP and Dashboard), Science (CAST and Dashboard), and English Learners (ELPAC).

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The WINGS program was implemented with structured intervention and enrichment periods. This improved student engagement and work completion.

- Professional Development did occur; however, it was self-selected and not specifically targeted.
- After school tutoring allowed students supplemental support in Math.
- Supplemental material/resources, including licenses, library books, and classroom supplemental book sets, was highly effective in the delivery of instruction. For example, Digital Theater allowed students to see actual theatrical productions of many of the works studied in class. This was beneficial for both native English speakers and English Learners. AVID students also received supplemental materials to enhance instruction, including but not limited to planners.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences between the intended implementation and the budgeted expenditures occurred for the following strategies:

- Much of the money allocated for the WINGS program was not able to be spent. Supplemental material allocation in this area will change for next year.
- MTSS Data Conferences did not take place as intended. Much of the conferencing occurred in Common Planning meetings.
- Supplemental material/resources, including licenses, library books, and classroom supplemental book sets need to have more allocated to them at the start. The initial allocation was spent early in the year.
- The largest discrepancy in budgeted expenditures occurred in the area of technology to support Core Instruction. $3,000 was initially allocated that was not used.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The WINGS program will continue for the 26-27 school year.

- MTSS Data Conferences will still occur, though much of the work will take place through the PLC process and the implementation of highly effective Tier 1 instructional practices.
- Professional Development will be more targeted next year. Though teachers will still be able to self-select professional development to meet their needs, as well as the needs of students, McNair will work to provide a more targeted PD for staff.
- After school tutoring will be open to more subject areas and will occur more often throughout the school year. This past year use of the funds was cautioned, but it was determined it can be increased sooner in the year. Bilingual Paraeducators will also be available after school to further support EL Students.
- Supplemental material/resources, including licenses, library books, and classroom supplemental book sets will continue with a larger allocation at the beginning of the year.

- Technology to support Core Instruction will change for 26-27. The allocated funds this year were not used. In the future, funding for this area will come from a different source.
- The other activities will remain. They have been reformatted to include action steps. All of these changes can be found in Goal 1 of the 26-27 SPSA.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

SEL/Behavioral (Social-Emotional Learning/Positive Behavior Interventions and Supports)
The goal was to increase tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Strategies used to decrease the suspension rate were somewhat effective, as it did increase by 0.3%.
Strategies used to increase PBIS were found to be effective, as we were able to apply for recognition higher than initially expected.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences between the intended implementation and the budgeted expenditures occurred for the following strategies:
SEL Materials: Many of the initial requests were denied. McNair will examine this more closely for the 26-27 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes to this goal for next year include the removal of the Panorama Survey. We have also added in looking at data to further support PBIS and at-risk students.
The other activities will remain. They have been reformatted to include action steps. All of these changes can be found in Goal 2 of the 26-27 SPSA.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement
Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision-making processes.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We did have several opportunities for parents to be involved on campus (Back to School Night, Coffee with the Counselors, School Site Council, ELAC, and Incoming 9th Grade Parent Night). Numbers for events tended to be the same as last year.
Food was provided for parents at events.
Counselors provided support at parent meetings outside of the school day (though they did not provide trainings).

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences between the intended implementation and the budgeted expenditures occurred for the following strategies:
Communication Materials and Print Shop materials (materials, postage, etc.): We did not spend much in this area, as much of the communication was done electronically.
We also have a difference as we did not have support from clerical staff or the Community Liaison Assistant for parent meetings beyond the school day.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will still continue to advertise opportunities for parents to be involved, as well as informed as to their students' progress, though the communication method may change.
The activity regarding clerical support will be removed in the 26-27 SPSA, as it has not been utilized in recent years.
Bilingual Paraeducators will be available beyond the school day to support parents during school meetings and events.
The other activities will remain. They have been reformatted to include action steps. All of these changes can be found in Goal 4 of the 26-27 SPSA, as the previous Goal 3 is moving to Goal 4.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College & Career and Graduation
Our goal was to increase the percentage of students who meet the California Department of Education's criteria for College and Career Preparedness by expanding access to rigorous coursework, supporting completion of a–g requirements, increasing CTE pathway completion, and providing students with the skills, experiences, and supports necessary to succeed in postsecondary education and the workforce.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Counselors will regularly met with students and parents, and they identified students in need of extra support, as well as programs of benefit to the students, including credit recovery options.
Students in the AVID program were able to take College and Study Trips.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences between the intended implementation and the budgeted expenditures occurred for the following strategies:
MTSS Data Conferences did not take place as intended, nor did the monthly data meetings with Leadership.
The Principal and Vice Principal planned graduation, but this was not done in conjunction with the Career Center Technician.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The activity regarding graduation planning will be removed for the 26-27 SPSA.
The other activities will remain. They have been reformatted to include action steps. All of these changes can be found in Goal 3 of the 26-27 SPSA, as the previous Goal 4 is moving to Goal 3.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Goal
By Spring 2026, Ronald E. McNair High School will improve student outcomes in English Language Arts, Mathematics, English Learner Progress, and Science as measured by the California Dashboard through strengthening Tier 1 core instruction and providing targeted Tier 2 supports within the MTSS framework.

Aligned with three-year California Dashboard trends, the school will reduce English Language Arts distance from standard by 6 points, reduce Mathematics distance from standard by 6 points, and increase the percentage of English Learners making annual progress by 3 percentage points, supporting continued growth in academic achievement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1: All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

LCAP Goal #2: All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of Ronald E. McNair High School's California Dashboard data reveals significant academic performance challenges and equity gaps that align closely with the priority needs identified in the Comprehensive Needs Assessment. In English Language Arts, McNair scored Orange overall at 43.2 points below standard, but two student groups were in the Red (English Learners and Students with Disabilities), indicating a performance gap. The school received a Red performance level in Mathematics, with students scoring 133.5 points below standard and five student groups—including African American students, English Learners, Hispanic students , Socioeconomically Disadvantaged students, and Students with Disabilities—also in the Red.

These trends highlight the urgent need for consistent and differentiated professional development (Four Domains Practice 2.2) to support teachers in addressing the diverse academic and behavioral needs of students. Additionally, the school's ability to effectively monitor short-term and long-term goals is an identified area for improvement. With Dashboard indicators in the Orange for English Learner Progress and College/Career Readiness—and one student group in the Red for the latter—establishing structured systems for progress monitoring is critical. Regular data chats, collaborative meetings, and transparent goal-setting processes will enable staff to adjust instruction based on student outcomes and ensure alignment with schoolwide improvement efforts. Addressing these priority needs is essential for reducing performance gaps and improving outcomes for Ronald E. McNair's most at-risk student populations.

This goal is based on disaggregated data from the following sources:

- The 2024-2025 11th grade CAASPP ELA Assessment
- The 2024-2025 11th grade CAASPP Math Assessment
- The 2024-2025 11th grade CAST Assessment
- The 2024-2025 English Language Proficiency Assessments for California (ELPAC)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard – English Language Arts (Grade 11)	Baseline: –43.2	Expected Outcome: –40 to –41
CA Dashboard – Mathematics (Grade 11)	Baseline: –133.5	Expected Outcome: –129 to –130
CA Dashboard – English Learner Progress Indicator	Baseline: 39.3% making progress	Expected Outcome: 42–44%
CA Dashboard – Science	2024–2025: –43.4 points below standard (Maintained +0.1)	Expected Outcome: -43.4 to -38

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy: Implement Highly Effective Tier I Instructional Practices Action Steps: *Provide Professional Learning for Staff to strengthen Tier I practices: MSLP, Clarity, On-Site Best Practices sharing by staff *Teachers will utilize evidence-based strategies in their lessons that support students mastering standards. *PLCs will build alignment of standards and assessments; sharing of instructional practices that support students in mastering standards and build proficiency *PLCs will build data practices that allow for instructional discussions based on common assessment data. *Departments and PLCs will continue to build toward common practices that align across the grade levels. *PLCs will write and monitor goals that align with the campus goals to embed short-term goal setting and monitoring.	All students enrolled at McNair High School	$19,916 Title I 5220 Conference $0 Title I 1150 Teacher Sub See Goal 1.5 $0 Title I 3000 Benefits See Goal 1.5
1.2	Strategy: Implement Intervention Practices to Support Students. Action Steps: *Utilize WINGS intervention period to provide instructional support and extensions to students. *Provide after-school tutoring opportunities to students who need additional assistance in mastering standards. *Use the SST Process to support students.	All students enrolled at McNair High School	$1,000 Title I 4300 Materials $0 Title I 1120 Teacher Temp See Goal 1.5 $0 Title I 3000 Benefits See Goal 1.5
1.3	Strategy: Provide instructional support to staff and students that result in English Language Development and growth in English proficiency	All English Learners enrolled at McNair High School	$0

	Action Steps: *Staff will provide scaffolds and instructional materials that support EL learners in accessing grade level standards. *District EL Coaches will provide support to classroom teachers. *Teachers to provide daily 30-minutes of designated English language development instruction for English Learners *McNair will provide supplemental tutoring/support from Bilingual Paraeducators for English Learners to support their understanding of the subject matter, as well as to strengthen their language acquisition skills.		Paraeducators/District Coaches/Community Liaisons $1,500 Title I 2920 Other Class Temp $584 Title I 3000 Benefits
1.4	Strategy: Utilize supplemental instructional material and resources in support of increased student outcomes. Action Steps: *Secure instructional supplemental materials to provide students with access to grade level standards and interventions, including but not limited to supplemental technology *Supplemental materials to include: books (classroom and library), duplicating, software licenses and AVID supplies.	All students enrolled at McNair High School	$6,490 Title I 4200 Books $25,000 Title I 5875 Technology Licenses $15,000 Title I 4300 Materials Supplemental AVID and CORE class materials $2,000 Title I 4375 Technology (under $500) $2,000 Title I 4475 Technology ($500-$9,999) $2,000 Title I 4400 Equipment ($500-$9,999)
1.5	MTSS Data Conferences/Data Meetings (Aligns with WASC) Action Steps:46 *Provide Release Time/Adjunct Pay for collaboration and planning within the school, as well as with feeder schools. *Regular data meetings between Admin and Leadership/Instructional Teams to review student data and progress.	All students enrolled at McNair High School	$4,000 Title I 1150 Teacher Sub $999 Title I 3000 Benefits $4,000 Title I 1120 Teacher Temp $999 Title I 3000 Benefits

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

SEL/Behavioral (Social-Emotional Learning/Positive Behavioral Interventions and Supports)
Ronald E. McNair High School will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #3: All students and families will feel safe and connected at school as measured by climate surveys, attendance data, and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have noted that our suspension rate is an area of significant need. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Suspension	2025: CA Dashboard All students performed in the Orange performance band for suspension rate, with a suspension rate of 8.2% on the 2025 California Dashboard. This was an increase of 0.3%. English Learners performed in the Red performance band, with a suspension rate of 10.1% on the 2025 California Dashboard. This was an increase of 3.7%.	2026 Dashboard: Reduce the suspension rate to 7.5% for all students. Reduce the suspension rate to 9.0% for English Learner students.
PBIS Recognition	The school applied for Silver recognition for this year.	The school will apply for Gold recognition for the 2026-2027 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy: Implement Highly Effective Tier I PBIS Practices Action Steps: *Develop and Implement PBIS systems *Establish clear behavioral expectations (behavioral matrix) for all areas of the school *Develop and implement a tiered system of supports and interventions (universal, targeted, intensive) based on student needs *Develop and implement enrichment opportunities *Design and implement proactive strategies to prevent challenging behaviors (tardies) *Offer guidance and resources to teachers and staff for implementing behavior interventions *Provide direct support and guidance for students who require additional behavior support *Foster a positive and inclusive school culture through PBIS Initiatives *Embed SEL Lessons into Homeroom, with a focus on self-regulation, responsible decision-making, goal setting, and relationship-building.	All students enrolled at McNair High School	$0 Title I 1150 Teacher Sub See Goal 1.5 $0 Title I 3000 Benefits See Goal 1.5 $0 Title I 1120 Teacher Temp See Goal 1.5 $0 Title I 3000 Benefits See Goal 1.5 $499 Title I 4300 Materials
2.2	Strategy: Implement Intervention Practices to Support Students. Action Steps: *Use data to identify and intervene with at-risk students. *Administration will analyze data (suspension, chronic absenteeism, and discipline) to identify trends and root causes. Timely interventions will then be provided for those students.	All students enrolled at McNair High School	$0 LCFF

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College & Career and Graduation
Our goal is to increase the percentage of students who meet the California Department of Education's criteria for College and Career Preparedness by expanding access to rigorous coursework, supporting completion of a–g requirements, increasing CTE pathway completion, and providing students with the skills, experiences, and supports necessary to succeed in postsecondary education and the workforce.

By March 31, 2027, with an implementation of Multi-Tiered System of Support (MTSS), Ronald E. McNair High School will show an increase in proficiency on the following common diagnostic measures:

- College & Career Readiness-CA Dashboard
- 2025 Graduation Rate-CA Dashboard
- a-g Requirements Met

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1: All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This goal is based on disaggregated data from the following sources:

- 2025 College & Career Readiness-CA Dashboard
- 2025 Graduation Rate-CA Dashboard
- 2025 a-g Requirements Met

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: College/Career	2025: CA Dashboard All students performed in the Orange performance band for College/Career, with 25.4% being Prepared on the 2025 California Dashboard. This was a decrease of 4%.	2026 Dashboard: Increase the College/Career rate to 27.0 % for all students.
CA Dashboard: Graduation Rate	2025: CA Dashboard All students performed in the Orange performance band for Graduation Rate, with 87.9% Graduated on the 2025 California Dashboard. This was a decrease of 1.7%.	2026 Dashboard: Increase the Graduation rate to 89.0 % for all students.
2025 a-g Requirements Met	2025 a-g Requirements Met	2026 a-g Requirements Met

	The percentage of McNair 12th grade students who met a-g Requirements was 27.75%. This was a decrease of 4.15%.	Increase the a-g Requirement Met rate to 30.0 % for all students.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy: Academic Supports Action Steps: *Regular meetings between Counselors and students/parents to enhance collaboration and awareness of students' progress towards graduation and a-g requirements *Regular data meetings between Admin and Leadership/Instructional Teams to review student data and progress *Identification of students in need of extra support, as well as programs available, which may include, but will not be limited to after school tutoring or credit recovery programs---Credit recovery programs may be available to students after school, and may include, but will not be limited to, LUSD's Credit Recovery and Independent Study Programs. *Utilize WINGS intervention period to provide instructional support and extensions to students	All students enrolled at McNair High School	$0 LCFF Counselors/District Funded Independent Study Programs
3.2	Strategy: Supplemental Supports Action Steps: *Counselors will be provided with supplemental funding to provide support for those who are completing college applications. *Counselors will be provided with supplemental funding to present and articulate with feeder schools regarding a-g and graduation awareness.	All students enrolled at McNair High School	$3,000 Title I 1920 Other Cert Temp $751 Title I 3000 Benefits
3.3	Strategy: Support of the AVID Program Action Steps: *AVID students will have the opportunity to explore college and career options.	All students enrolled in AVID at McNair High School	$15,000 Title I 5872 Field Trips

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #3: All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Many parents in the Ronald E. McNair High School community express a desire to be more engaged in their children's education and the school community. However, they face barriers, such as conflicting schedules, limited channels of communication, or unclear expectations regarding their involvement. This gap highlights the need for a more accessible and inclusive approach to parent engagement that accommodates their diverse preferences and needs, while clearly defining the roles and benefits of active involvement in the educational process.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night Attendance	During the 2025-2026 school year, 111 parents signed in at the August Back to School Night. This was a decrease of 1 parent.	For 2026-2027, the number of parents who sign in at Back to School Night will increase to 120.
Coffee with the Counselors	During the 2025-2026 school year, the average number of parents who attended Coffee with the Counselors was 18.0. This was a decrease of 0.4.	For 2026-2027, the average number of parents who attend Coffee with the Counselor meetings will increase to 19.
9th Grade Parent Orientation	During the 2025-2026 school year, we did not collect data for the 9th Grade Parent Orientation. This event was different than it had been in years past.	For 2026-2027, the number of parents who sign in at the 9th Grade Parent Orientation will be 100.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Strategy: Improve Parent Communication Action Steps:	All students enrolled at McNair High School	$2,100 Title I: Parent Involvement 5711 Postage

	*Provide yearly postcards home acknowledging individual students' positive behavior *Provide regular updates and important information through various channels (flyers, newsletters, etc.), regarding school events, academic progress, and important announcements.		$2,585 Title I: Parent Involvement 4300 Materials
4.2	Strategy: Increased Participation at School-Community Events/Activities Action Steps: *Throughout the year, McNair will host various events/activities for parents, including but not limited to, educational and social events, ELAC and SSC Meetings, and volunteer opportunities.	All students enrolled at McNair High School	$500 Title I: Parent Involvement 4325 Food For Meetings
4.3	Strategy: Additional Staff Support Action Steps: *Additional support for classified staff, including the Community Liaison Assistant, to attend parent events beyond the school day. *Additional support from Counselors to provide support, including attending events, for parents beyond the school day. *Additional support from Bilingual Paraeducators to help with translating during parent events.	All students, including English Learners, enrolled at McNair High School	$1,300 Title I: Parent Involvement 1920 Other Cert Temp $325 Title I: Parent Involvement 3000 Benefits $700 Title I: Parent Involvement 2920 Other Class Temp $272 Title I: Parent Involvement 3000 Benefits

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$112, 520.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$112,520.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$104,738.00
Title I: Parent Involvement	$7,782.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $112,520.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCFF	$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $112,520.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	0.00
Title I	104,738.00
Title I: Parent Involvement	7,782.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	4,000.00
1150 Teacher Sub	4,000.00
1920 Other Cert Temp	4,300.00
2920 Other Class Temp	2,200.00
3000 Benefits	3,930.00
4200 Books	6,490.00
4300 Materials	19,084.00
4325 Food For Meetings	500.00
4375 Technology (under $500)	2,000.00
4400 Equipment ($500-$9,999)	2,000.00
4475 Technology ($500-$9,999)	2,000.00
5220 Conference	19,916.00
5711 Postage	2,100.00
5872 Field Trips	15,000.00

5875 Technology Licenses	25,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF	0.00
1120 Teacher Temp	Title I	4,000.00
1150 Teacher Sub	Title I	4,000.00
1920 Other Cert Temp	Title I	3,000.00
2920 Other Class Temp	Title I	1,500.00
3000 Benefits	Title I	3,333.00
4200 Books	Title I	6,490.00
4300 Materials	Title I	16,499.00
4375 Technology (under $500)	Title I	2,000.00
4400 Equipment ($500-$9,999)	Title I	2,000.00
4475 Technology ($500-$9,999)	Title I	2,000.00
5220 Conference	Title I	19,916.00
5872 Field Trips	Title I	15,000.00
5875 Technology Licenses	Title I	25,000.00
1920 Other Cert Temp	Title I: Parent Involvement	1,300.00
2920 Other Class Temp	Title I: Parent Involvement	700.00
3000 Benefits	Title I: Parent Involvement	597.00
4300 Materials	Title I: Parent Involvement	2,585.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5711 Postage	Title I: Parent Involvement	2,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	85,488.00

Goal 2	499.00
Goal 3	18,751.00
Goal 4	7,782.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Nicole Vertar	Principal
Ranbir "Bobby" Brar	Classroom Teacher
Valorie Fitzgerald	Classroom Teacher
Martha "Lori" Yates	Classroom Teacher
Millette Martinez	Classroom Teacher
Kyli Brown	Other School Staff
Kenneth Sanford	Parent or Community Member
Shehana Samut	Parent or Community Member
Theresa Eichenbaum	Parent or Community Member
DC	Secondary Student
RT	Secondary Student
JG	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
[illegible]	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 19, 2026.

Attested:

Nicole Vertar	Principal, Nicole Vertar on May 19, 2026
Ranbir Brar	SSC Chairperson, Ranbir Brar on May 19, 2026