



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

<b>School Name</b>	Ronald E. McNair High School
<b>Address</b>	9550 Ronald E. McNair Way Stockton, Ca 95210
<b>County-District-School (CDS) Code</b>	39685850108225
<b>Principal</b>	Mark J. Dawson

<b>District Name</b>	Lodi Unified School District
<b>SPSA Revision Date</b>	September 16,2021
<b>Schoolsite Council (SSC) Approval Date</b>	September 29, 2021
<b>Local Board Approval Date</b>	December 14, 2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.



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# School Vision and Mission

## RONALD E. McNAIR HIGH SCHOOL'S MISSION

To ensure that all students learn. To embrace diversity and a commitment to create a respectful community that develops academic and interpersonal skills.

## RONALD E. McNAIR HIGH SCHOOL'S Mission

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

# Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

# School Profile

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

Accreditation: McNair High is WASC Accredited through June 30, 2023.

Enrollment: Approximately 1,900 students

Ethnic Makeup: 40% Asian, 37% Hispanic, 10% African American, 4.5% Filipino, 4% White, 1.5% Two or more, 1% Native Hawaiian, <1% American Indian

Socioeconomically Disadvantaged: 82%

## Description of Marking System:

A=Excellent (4 grade points)

B=Above Average (3 grade points)

C=Average (2 grade points)

D=Below Average (1 grade point)

F=Fair (0 grade point)

I=Incomplete (no credit) (0 grade point)

P=Pass (receive credit) (0 grade point)

NC=No Credit (0 grade point)

NM=No Mark (no credit) (0 grade point)

WF=Withdraw Fail (no credit) (0 grade point)

College Prep (CP) and Pre-Advanced Placement (AP) or AP courses are offered all four years of high school and meet entrance requirements for CSU/UC. There are 18 Advanced Placement courses offered. An extra grade point is awarded for AP and Pre-AP classes (A=5, B=4, C=3).

Ten (10) credits are earned for each course which is completed with a D- or higher. Partial credit is not given.

**Graduation Requirements:**

- 40 credits of English
- 10 credits of World History
- 10 credits of U.S. History
- 10 credits of Government/Economics
- 85 credits of Electives
- 5 credits of Family Living, Geography, or AVID
- 10 credits of Physical Science
- 10 credits of Life Science
- 20 credits of Mathematics (including Algebra)
- 20 credits of Physical Education
- 10 credits of Foreign Language or Fine Art

Total credits required for graduation: 230

**Class of 2021 College Entrance Test Profile:**

Number of McNair students who took the SATs.....	136
Overall Mean Scores.....	1034
English Mean Scores.....	514
Math Mean Scores.....	520

**Class of 2021 Placement Profile**

Four-Year College/University .....	20%
Community College.....	20%
Trade Schools.....	1%
Military.....	5%
Did Not State.....	54%

**Class Rank**

Students are ranked according to their cumulative weighted grade point averages.

## Stakeholder Involvement

How, when, and with whom did the 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

On August 12, 2021 McNair High School hosted a Back to School Night. Back to School Night was held via video conference in an effort to maintain safety during the COVID 19 pandemic. During Back to school night information about Title 1 and the Single Plan for student achievement was shared with the parents and guardians who attended. The presentation included general information about about Title 1 and emphasized the focus on the parent involvement piece.

On September 16, 2021 a School Site Council meeting was held. The meeting was attended by two parents, three teacher representatives, and with the principal. During the meeting the Single Plan for Student Achievement (SPSA) from the 2020-2021 school year was reviewed. The review included a summary of the goals and actions as well as the expenditures and the evaluation. Input Following the review of the 2020-2021 SPSA there was summary of the goals and actions as well a preliminary budget for the 2021-2022 SPSA. A second School Site Council meeting will be held on September 29, 2021. At this meeting approval will be sought from the School Site Council for the 2021-2022 SPSA. The School Site Council Approved the plan on

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

McNair High School is in need of a viable intervention program that provides timely and targeted intervention within the school day. Student with disabilities have scored low in district benchmark assessments as well as the CAASPP in both English/Language Arts and Math. Title 1 funding provides materials, resources and funding for additional time for teachers to provide targeted intervention. Additional staffing, specifically in English/Language Arts could assist in the development of an intervention pathway for students who fail English classes. This pathway could be similar to the intervention pathway that exists in math.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

During the 2020/2021 school year, 85% of all students enrolled in English 9 and 10 classes will pass with a grade of D or better and 90% of the students enrolled in English 1 & 12 classes will pass with a grade of a D or better. During the 2018/2019 school year the percentage of students who passed with a D or better during each semester ranged from 100% in AP English Language Composition to 82% in CP English 9. This was an improvement over the previous year.

During the 2020/2021 school year the percentage 11th grade students who met or exceed standards according the CAASPP will increase from 42% to 50%. During the 2016-2017 school year the percentage of students who met or exceeded standards increased form 38% to 41%. CAASPP was suspended in the spring of 2020 due to the COVID 19 pandemic

During the 2020/2021 School year the percentage of students who meet standards on English/Language Arts Benchmark Exams will increase by 10% at each grade level. According to data provided by the district's Assessment Research and Evaluation (ARE) Department 2% of 9th grade students, 0% of 10th grade students, 1% of 11th grade students and 1% of 12th grade students met standards according to the district benchmark exams.

During the 2020/2021 school year students enrolled in reading intervention courses will increase their lexile score by at least 100 points according to the Reading Inventory. During the 2018-2019 school year students who took the Reading Inventory when they entered McNair and again at the end of the school year increased by an average of 40 points.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grade Data	Grade Data: English 9 CP- 90% Passage Rate English 10 CP- 90% Passage Rate English 11 CP- 90% Passage Rate English 12 CP- 90% Passage Rate	Goal Not Met  Grade Data: English 9 CP- 66% Passage Rate English 10 CP- 58% Passage Rate English 11 CP- 62% Passage Rate English 12 CP- 78% Passage Rate
CAASPP Data	50% Will Meet or Exceed Standards	Goal Met  51% Met or Exceeded Standards
Benchmark Data	9th Grade- 10% Will Meet or Exceed Standards 10th Grade- 10 % Will Meet or Exceed Standards 11th Grade- 11% Will Meet or Exceeded Standards 12 Grade 11% Will Meet or Exceeded Standards	9th Grade- 1%-3.5% Met or Exceeded Standards 10th Grade- 0%-6.1% Met or Exceeded Standards 11th Grade- 0%-6.8% Met or Exceeded Standards 12th Grade- 0%-1.3% Met or Exceeded Standards
Reading Inventory Data	100 Point Average Increase in Lexile Score	Goal Met  128.8 Point Average Increase in Lexile Score

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 1</p> <p>All students will be exposed to a rigorous standard based curriculum approved by the state.</p>	<p>ELA 1</p> <p>All students were exposed to a rigorous standard based curriculum approved by the state.</p>	<p>District Approved Curriculum LCFF</p>	<p>District Approved Curriculum LCFF</p>
<p>ELA 2</p> <p>All students will have access to after school tutoring.</p>	<p>ELA 2</p> <p>All students had access to after school tutoring.</p>	<p>After School Program LCFF</p>	<p>After School Program LCFF</p>
<p>ELA 3</p> <p>All students will have access to the Library/Media center. McNair High will employ a Library technician to assist students</p>	<p>ELA 3</p> <p>All students had access to the Library/Media center. McNair High will employ a Library technician to assist students</p>	<p>Library tech LCFF</p>	<p>Library tech LCFF</p>
<p>ELA 6</p> <p>Provide books, supplies, materials, practice materials, and classified support to promote the core curriculum and greater learning and achievement by all students on the SBAC tests</p>	<p>ELA 6</p> <p>Books, supplies, materials, practice materials were provided along with classified support to promote the core curriculum and greater learning and achievement by all students on the SBAC tests</p>	<p>District Approved Curriculum LCFF</p>	<p>District Approved Curriculum LCFF</p>
<p>ELA 7</p> <p>English/Language Arts Teachers will be given release time and/or paid at the adjunct rate to work beyond their contract time to develop and refine curriculum and create common formative assessments. The data collected from the</p>	<p>ELA 7</p> <p>English Language Arts teachers were provided with the opportunity to take release time and work beyond their contract day at the adjunct rate to develop and refine curriculum and create common formative assessments. There was</p>	<p>Timecards 1120 Teacher Temp Title I 4712</p>	<p>Timecards 1120 Teacher Temp Title I 1,034.00</p>
		<p>Substitutes 1150 Teacher Sub Title I 0</p>	<p>Substitutes 1150 Teacher Sub Title I</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>assessments will be used along with benchmark and grade data to plan future instruction. Teachers will also use release time and/or be paid at the adjunct rate to meet with McNair's feeder middle schools in an effort to ensure that incoming ninth graders are properly placed and are provided with the appropriate level of support.</p>	<p>also time allotted for English/Language Arts Teachers from McNair to connect with teachers from feeder middle schools. Due to the challenges presented by the COVID-19 teachers were unable to take release days and only used a small portion of what was allotted for additional work beyond the contract day.</p>		
<p>ELA 8 READ 180 and English 3D classes will be available for all students identified as needing remediation in reading.</p>	<p>Read 180 classes were offered during the 2020-2021 school year. English 3D classes were not offered. English Learners were provided with additional support through the English Learners Supplements in the Studysync ELA Curriculum.</p>	<p>Read 180 Class EL Support classes using EL support material with StudySync LCFF</p>	<p>Read 180 Class EL Support classes using EL support material with StudySync LCFF</p>
<p>ELA 9  McNair High will provide technology to supplement classroom instruction and assist students with meeting standards for each course. These will include, but will not be limited to, purchasing a site license for "turnitin.com" and "digital theatre." Turnitin.com is a program designed to assist students with the writing process and Digital Theater provides students with access to video versions of some of the literature that is read in English Language Arts classes. The technology support may also include the purchase of supplemental hardware</p>	<p>ELA 9  Digital Theatre and a subscription to turnitin.com was purchased during the 2021-2022 school year. Additional supplemental technology was not purchased using Title 1 funds</p>	<p>Licenses for Turnitin.com and Digital Theater 5875 Technology Licenses Title I 12,000</p> <p>Supplemental Technology for English Language Arts classrooms 4475 Technology (\$500-\$9,999) Title I 5,000</p>	<p>Licenses for Digital Theater and Turnitin.com 5875 Technology Licenses Title I 12,059.50</p> <p>Supplemental Technology for English Language Arts classrooms 4475 Technology (\$500-\$9,999) Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
that will assist teachers in delivering instruction.			

## Analysis

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

### ELA 1

During the 2020-2021 school year all students were exposed to a rigorous, standards based curriculum. English/Language Arts Teachers at McNair High School continued to use Studysync and continued to develop common assessments to supplement the existing assessments provided.

### ELA 2

During the 2020-2021 school year students continued to have access to after school tutoring through the school's after school program.

### ELA 3

During the 2020-2021 school year students had access to the library/Media Center everyday, during the school day and at least three days per week after school. A Library/Media Assistant was employed to assist students. School Plan for Student Achievement (SPSA) Page 11 of 92 Ronald E. McNair High School

### ELA 4

During the 2020-2021 school year English/Language Arts teachers were provided with release time and paid at the adjunct rate to work beyond their contract hours. This time was used to develop and refine common assessments for each grade level as well and analyze data. English/Language Arts. Due to the COVID 19 pandemic teachers did not take release time as planned, Distance learning and the return to in-person instruction, with student remaining on distance learning along with a shortage of substitute teachers provided many barriers to teachers taking release time.

### ELA 5

One of the ELA Co-Department Chairs was provided with release time to meet with feeder schools for the purpose of providing a smooth transition for 8th grade students to 9th grade at McNair High School.

### ELA 6

All core curriculum was provided to students enrolled in English/Language Arts classes during the 2019-2020 school year. This included Studysync as well as supplemental materials.

### ELA 7

During the 2020-2021 school year English/Language Arts teachers were provided with release time and paid at the adjunct rate to work beyond their contract hours. In addition to the activities listed in action four, English/Language Arts Teachers developed and refined curriculum as well as common assessment. Data collected from the common assessments was used to plan future instruction and provided intervention for students in need.

### ELA 8

Read 180 and English Language support classes were offered to students who were in need. English Language Arts teachers looked at previous grades in ELA classes along with a student's Reading Inventory score to determine if a student was in need of additional support in English/Language Arts. During the 2019-20 school year McNair High School utilized the EL support materials that accompany Studysync rather than English 3D.

### ELA 9

Turnitin.com and digital theater subscriptions were purchase to supplement the English/Language Arts Department. Additional technology was provided through the use of other supplemental funding sources so. Title 1 funding was not used.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The goal of a 90% passage for all English/Language Arts classes was not met. The passage rates ranged from 58% in English 10 to 78% in English 12 classes. Overall the passage rates for English courses during the 2020-2021 school year were lower than the passage rates for English/Languages Arts classes in previous years. This is further evidence that students struggled greatly during the COVID 19 pandemic.

The percentage of students who met or exceeded standards for the ELA section of the CAASPP was 51.1%, This was a 9.1% increase over the CAASPP scores from the 2018-2019 school year. There was no CAASPP during the the 2020-2021 due to the pandemic.

169 students took the Reading Inventory on both in August of 2019 and again in May of 2019. The average score increased by 39.46 points. This fell short of the goal of a 100 point increase.

Needs Assessment:

Strengths-

McNair High School currently offers Read 180 classes for students who score below grade level on the Reading Inventory or who have historically struggled in English/Language Arts classes. McNair also offers English Language support classes in conjunction with CP English classes. Many students with disabilities are enrolled in these courses. These courses offer additional support for students with disabilities in English/Language Arts. Beginning in the 2019-2020 school year McNair High School offered a diploma pathway for students with disabilities who were previously on a pathway that would result in them earning a certificate of completion. This pathway includes additional English/Language Arts classes that provide students with disabilities the opportunity to earn a high school diploma.

Areas of Need-

There is a need for an intervention pathway for students with disabilities who fail English/Language Arts classes early in their high school career. Often, students who fail English/Language Arts classes in one grade are placed in the next class at the next grade level. This has resulted in high failure rates and low student performance in the area of English/Language Arts.

There is a need for an intervention program that provides timely and targeted intervention for students who are struggling. A viable and effective program will identify struggling students early and provide assistance before they fail classes.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The threshold for material difference was set at \$5,000 below or above proposed expenditure. There were no material differences that met this threshold.

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 goal for passage rates for English 9 and English 10 will be 90%, The return to in person instruction and the additional supports in place to support struggling students should help facilitate this. The goal for English 11 and English 12 will also remain at 90%

Goal regarding the benchmark exams will change to reflect the administration of the i-ready assessments. McNair's English/Language Arts classes will begin using i-ready during the first term of the 2021-2022 school year.

The goal for the percentage of students who meet or exceed standards according to the English/Language Arts portion of the SBAC will be 50%. An 8% gain is reasonable.

The goal for the average increase of lexile score according to the Reading Inventory will be adjusted to 150 points.

The strategies and actions will remain the same. English Language Arts Teachers will continue to develop and refine common curriculum and assessments and will continue to analyze the data from those assessment for the purpose of providing targeted intervention and informing future instruction.

These changes can be found as part of the English/Language Arts goal in the SPSA.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 2

85% of all Integrated Math 1 will pass the class with a C or better. 80% of all High School Math students will pass the class with a D or better. 85% of all High School Math A & B will pass the respective course with a grade of a D or better. The percentage of 9th grade students who meet standards according to the district benchmark will increase by at least 5%, from 34% to 39%. The percentage of 10th grade students who meet standards will increase by 5% from 29% to 34%. The percentage of 11th grade students who meet standards will increase by 5% from 27% to 32%. The percentage of 12th grade students who meet standards will increase by 5% from 10% to 15%. The percentage of 11th grade students who meet or exceed standards according to the CAASPP Math test will increase by 10% from 25% to 35%.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Integrated Math 1 Grades High School Math Grades High School Math A Grades High School Math B Grades	Integrated Math 1 Grades - 90% Pass with a D or better High School Math Grades- 85% Pass with a D or better High School Math A Grades- 85% Pass with a D or better High School Math B Grades- 90% Pass with a D or better	Goal Not Met  Integrated Math 1 Grades - 70% Passed with a D or better High School Math Grades- 55% Passed with a D or better High School Math A Grades- 66% Passed with a D or better High School Math B Grades- 43% Passed with a D or better
Benchmark Scores	Benchmark Scores Grade 9- 37% Will meet or Exceed Standards Grade 10- 41% Will meet or Exceed Standards Grade 11- 28% Will meet or Exceed Standards Grade 12- 30% Will meet or Exceed Standards	Reporting was by test, not by grade level.  Benchmark Scores  High School Math 26.3% met or exceeded standards Integrated Math 1 20.1% met or exceeded standards Integrated Math 2 - 10.8% met or exceeded standards Integrated Math 2+ - 32.3% met or exceeded standards Integrated Math 3 - 51% met or exceeded standards  Benchmark reporting was available by course and not by grade level. Going forward, benchmark scores by course will be used as an indicator.
CAASPP Scores	CAASPP Scores- 30% Proficient or Advanced	Goal Not Met  CAASPP Scores- 24.4% Proficient or Advanced

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>M1 All students will be exposed to a rigorous standard based curriculum approved by the state.</p>	<p>Implemented as planned</p>	<p>District Approved Curriculum LCFF</p>	<p>District Approved Curriculum LCFF</p>
<p>M2 All students will have access to after school tutoring.</p>	<p>Implemented as planned</p>	<p>Timecards LCFF</p>	<p>Timecards LCFF</p>
<p>M3 All teachers will have weekly collaboration time for 1 hour each week. Activities will include identifying essentials with the Common Core Standards, developing and revising common tests, and quizzes and examining data from multiple sources in an effort to drive future instruction. Teachers will be provided with release time and/or be paid at the adjunct rate to work beyond contract time for the purpose of analyzing data and building a curriculum library that can be accessed by students enrolled in math classes. Math teachers will also be provided with release time and/or paid at the adjunct rate to meet with teachers from McNair's feeder middle schools in an effort to ensure that students are properly placed and are provided with the appropriate level of support.</p>	<p>Implemented as planned</p>	<p>Substitutes 1150 Teacher Sub Title I 1873</p>	<p>Substitutes 1150 Teacher Sub Title I</p>
		<p>Timecards 1120 Teacher Temp Title I 4712</p>	<p>Timecards 1120 Teacher Temp Title I 3,337</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>M4 Books, supplies, materials, practice materials, and classified support to promote the core curriculum and greater learning and achievement by all students on the CASSPP assessments.</p>	<p>Implemented as planned</p>	<p>Materials and Supplies LCFF</p>	<p>Materials and Supplies LCFF</p>
<p>M5 Students who did not meet standards according to the CASSPP and the district benchmark exams will be identified and attendance checked to ensure they are attending school on a regular basis.</p>	<p>Implemented as planned</p>	<p>Monitoring Attendance LCFF</p>	<p>Monitoring Attendance LCFF</p>
<p>M6 Purchase Edulastic, a digital assessment platform that provides various assessments that mirror the smarter balanced assessments. Edulastic also provides tools that allow teachers to provide targeted intervention to students who are struggling in Math.</p>	<p>Implemented as planned</p>	<p>Edulastic Software 5875 Technology Licenses Title I 8000</p>	<p>Edulastic Software 5875 Technology Licenses Title I 8000</p>
<p>M7 Students enrolled in High School Math courses will have access to supplementary curriculum, including Dream Box, a technology based program designed to help students improve their skills in math.</p>	<p>Implemented as planned</p>	<p>Supplemental Curriculum LCFF</p>	<p>Supplemental Curriculum LCFF</p>
<p>M8</p>	<p>Implemented as planned</p>	<p>Supplemental Math Materials 4375</p>	<p>Supplemental Math Materials 4375</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase Supplemental Materials for Math Classes		Technology (under \$500) Title I 5000	Technology (under \$500) Title I 4769.18
		Supplemental Math Materials 4475 Technology (\$500-\$9,999) Title I 5500	Supplemental Math Materials 4475 Technology (\$500-\$9,999) Title I 1,144.5

## Analysis

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

### Math 1

All students were exposed to a rigorous, standards based curriculum during the 2020-2021 school year.

### Math 2

During the 2020-2021 school year all students had access to after school tutoring. Tutoring was provided by math teachers in classrooms as well provided in the library.

### Math 3

All teachers at McNair, including Math teachers were provided with an hour of collaboration time each week. In addition to the weekly collaboration time, math teacher were provided with release time and/or paid at the adjunct rate to work beyond their contract day. This time was used to identify and refine the essential standards, develop common assignment and assessments and analyze the results of the assessments for the purpose of providing targeted intervention and planning for future instruction.

### Math 4

Books, supplies and supplementary materials were provided to students enrolled in math classes during the 2020-2021 school year.

### Math 5

Students who did not meet standards according to the CASSPP and the district benchmark exams will be identified and attendance checked to ensure they are attending school on a regular basis.

### Math 6

Purchased Edulastic, a digital assessment platform that provides various assessments that mirror the smarter balanced assessments. Edulastic also provides tools that allow teachers to provide targeted intervention to students who are struggling in Math.

### M7

Students enrolled in High School Math courses will have access to supplementary curriculum, including Dream Box, a technology based program designed to help students improve their skills in math.

### M8

Devices were purchased to supplement existing technology and provide additional supplies in math classes at McNair High School.



Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The percentage of students who passed High School Math A, High School Math B, High School Math and Integrated Math 1 did not meet the respective goals.

The percentage of students who met or exceeded standards according to the math portion of the SBAC test was during the 2018-2021 24.4%. This was a slight decrease from the 2018-2019 school year, the last year the SBA was administered.

The percentage of students who meet or exceed standards on the district benchmark was 21.3%. Currently, the breakdown by grade is not available. The percentage of student who met or exceeded standards on the district benchmark was below the percentage for each grade in the previous year.

#### Strengths:

The math department chairperson meets with feeder schools before the school year in an effort to examine data and ensure that students are properly placed in math classes once they enter high school. Any student who is new to McNair will be given a math assessment to ensure proper placement. This ensures that students with disabilities are properly placed and receive the necessary support

McNair High School has an intervention pathway for students who fail High School Math as ninth graders. This intervention pathway has allowed many students with disabilities to fulfill the math requirements for graduation.

#### Areas of Need:

There is a need for a viable intervention program that will provide timely and targeted intervention for students in math classes. This will allow students to receive intervention before they may fail a class.

There is a need for professional development for math teachers so that they can better address the needs of students with special needs in their math classes.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The threshold for material difference was set at \$5,000 below or above proposed expenditure. There were no material differences that met this threshold.

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 goals for the 2021-2022 school year will include the i-ready assessment for Math. Students enrolled in math classes be taking the i-ready assessment at least twice during the 2021-2022 school year.

The expected outcomes will change to coincide with the current format available in Illuminate. Previously, scores were reported by grade level. Currently, scores are reported by subject. The 2021-2022 SPSA will reflect that change.

An action will be added to that will provide teachers with release time and/or time to work beyond their contract day to articulate with feeder schools

An action that provides funding for teachers to provide targeted instruction during the school day will be added. This was part of the SPSA in previous years. It was removed during 2020-2021 school year. Provided targeted invention during the school day proved to be difficult during distance learning.

Both actions will be included under the Math goal of the SPSA.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 3

20% of the English Learners at McNair will be re-designated at proficient during the 2020//2021 school year. This would be a 15% increase from the 2019/2020 school year. English Learners enrolled in the Reading Intervention (Read 180 Class) will increase their lexile score by at least 80 points grade levels.

The percentage of English Learners who meet or exceed standards on the English/Language Arts benchmarks will increase from 0% to 10%. The percentage of English Language Learners who meet or exceed standards on the English/Language Arts section of the CAASPP will increase from 0% to 10%.

The percentage of English Learners who meet or exceed standards on the Math benchmarks will increase from 22% to 30%. The percentage of English Language Learners who meet or exceed standards on the Math section of the CAASPP will increase from 4% to 10%.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<ul style="list-style-type: none"> <li>Percentage of English Learners who are reclassified to proficient according to the ELPAC.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of English Learners who are reclassified to proficient according to the ELPAC will be 20%</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of English Learners who were reclassified to proficient according to the ELPAC was 7.48%</li> </ul>
<ul style="list-style-type: none"> <li>Percentage of English Learners who meet or exceed standards on the English/Language Arts benchmark.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of English Learners who meet or exceed standards on the English/Language Arts benchmark will be 10%</li> </ul>	Percentage of English Learners who met or exceeded standards on the English/Language Arts benchmark was 0%
-Percentage of Students who meet or exceed standards on the English Language Arts section of the CAASPP.	-Percentage of Students who meet or exceed standards on the English Language Arts section of the CAASPP will be 10%	Percentage of Students who met or exceeded standards on the English Language Arts section of the CAASPP was 6%
Percentage of students who meet or exceed standards on the Math benchmark	Percentage of students who meet or exceed standards on the Math benchmark will be 30%	Percentage of students who met or exceeded standards on the Math benchmark was 15%
Percentage of Students who meet or exceed standards on the Math section of the CAASPP.	Percentage of Students who meet or exceed standards on the Math section of the CAASPP will be 10%.	Percentage of Students who met or exceeded standards on the Math section of the CAASPP was 2%

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELL 1</p> <p>All ELL students will be exposed to a rigorous standards based curriculum approved by the state</p>	<p>Implemented as planned</p>	<p>District Approved Curriculum LCFF</p>	<p>District Approved Curriculum LCFF</p>
<p>ELL 2</p> <p>All ELL students will have access to after school tutoring.</p>	<p>Implemented as planned</p>	<p>After School Program LCFF</p>	<p>After School Program LCFF</p>
<p>ELL 3</p> <p>All ELL students will have access to the library-media center.</p>	<p>Implemented as planned</p>	<p>Library technician LCFF</p>	<p>Library technician LCFF</p>
<p>ELL 4</p> <p>All teachers will have weekly collaboration time for 1 hour each week. Teachers will develop and revise common tests, and quizzes. Teachers will analyze data from multiple sources and use the data to drive future instruction. McNair High will contract with Solution Tree to provide expertise to transform McNair High to a model Professional Learning Community (PLC). Conferences and workshops will also be made available for teachers and staff focusing on the Common Core Standards and PLC's.</p>	<p>Implemented as planned although teachers did not participate in Title 1 funded professional development during the 2020-2021 school year</p>	<p>Timecards See ELA 7 1120 Teacher Temp Title I 0</p>	<p>Timecards See ELA 4 1120 Teacher Temp Title I 0</p>
<p>ELL 5</p> <p>ELL teachers will articulate their curriculum</p>	<p>Implemented as planned</p>	<p>Substitutes 1150 Teacher Sub Title I 561</p>	<p>Substitutes 1150 Teacher Sub Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
with feeder school teachers to help facilitate a smooth transition from the 8th grade to the 9th grade and to better support student learning.			
ELL 6 To provide books, supplies and materials to support the core curriculum and promote greater learning and achievement by all ELL students.	Implemented as planned	Materials and Supplies LCFF	Materials and Supplies LCFF
ELL 7 All teachers, including teachers who teach English Learners will work to develop a program for Response To Intervention (RTI) in an effort to identify struggling students early and provide effective, targeted intervention.	Implemented as planned	Timecards See ELA 7 1120 Teacher Temp Title I 0	Timecards See ELA 4 1120 Teacher Temp Title I 0
ELL 8 READ 180 will be implemented for all students needing support in reading. English 3D classes will be implemented for students needing more support in their English classes.	Implemented as planned	Read 180 Curriculum and Teachers LCFF	Read 180 Curriculum and Teachers LCFF
ELL 9 McNair High School will provide language support for EL students by utilizing Bi-Lingual Para-Educators. Teachers at McNair will work with district English/Language Arts coaches to develop strategies to further assist English Learners. Community Liaisons will	Implemented as planned	Para-Professionals Community Liaisons District Coaches LCFF	Para-Professionals Community Liaisons District Coaches LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
be utilized to keep parents up to date, in their primary language, as to their child's progress.			

## Analysis

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

<p>ELL 1</p> <p>During the 2020-2021 school year all ELL students were exposed to a rigorous, standards based curriculum that was approved by the state. This included two different programs, READ 180 and the EL support portion of Studysync. These programs are designed support English Learners.</p>
<p>ELL 2</p> <p>During the 2020-202 school year all ELL students had access to after school tutoring. Tutoring was available in individual classrooms as in the library at least three days every week.</p>
<p>ELL 3</p> <p>During the 2020-2021 school year all ELL students had access to the Library/Media Center. A librarian and a Library/Media Assistant were present to assist all students, including English Learners.</p>
<p>ELL 4</p> <p>During the 2020-2021 school year all teachers had weekly collaboration time. Teachers continued to develop and refine common curriculum and common assessments. Teaches than used the results of the assessments to plan future instruction and in some instances provide targeted intervention for students</p>
<p>ELL 5</p> <p>During the 2020-2021 school year McNair High School's ELL coordinator did not have the opportunity to meet with feeder schools. These meetings generally take place during the fourth quarter of the school year. As a result of the COVID 19 pandemic, schools were shut down and there were few opportunities for remote meetings</p>
<p>ELL 6</p> <p>During the 2020-2021 school year all English Language Learners were provided with books and supplies designed to support the core curriculum and promote greater learning and achievement.</p>
<p>ELL 7</p> <p>During the 2020-2021 school year English/Language Arts teachers were provided with release time and paid at the adjunct rate to work beyond their contract hours. This time was used to develop and refine common assessments for each grade level as well and analyze data. McNair High School piloted two different schedules that provided opportunities for intervention in the school day. Some of the intervention efforts were halted because of the COVID 19 pandemic.</p>
<p>ELL 8</p> <p>Read 180 and English Language support classes were offered to English Language Learners . English Language Arts teachers looked at previous grades in ELA classes along with a student's Reading Inventory score to determine if a student was in need of additional support in English/Language Arts. During the 2020-2021 school year McNair High School utilized the EL support materials that accompany Studysync.</p>

## ELL 9

During the 2020-2021- school year English Learners at McNair High School English Learners were provided support by Bi-Lingual Para-Educators as well as a Spanish Speaking Community Liaison. English/Language Arts Teachers worked with district curriculum coaches to develop and refine strategies designed to assist English Learners,

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Based on the available data the none of the goals have been met. English Learners continue to struggle in English Language Arts and Math according to the district benchmark exams and the CAASPP. During the 2018-2019 school year 8.5% of the English Learners were reclassified as proficient. Also, English Also of the 105 English Learners who took the Reading Inventory in August and again in May showed an average growth of 128 points.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The threshold for material difference was set at \$5,000 below or above proposed expenditure. There were no material differences that met this threshold.

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 goal for students who meet or exceed standards according to the benchmark exams for English/Language Arts will remain at 5%.

The goal for the percentage of students who meet or exceed standards according to the English/Language Arts portion of the SBAC will be 10%. A 10% gain is reasonable.

The goal for students who meet or exceed standards according to the benchmark exams for Math will remain at 5%.

The goal for the percentage of students who meet or exceed standards according to the Math portion of the SBAC will be 10%. A 10% gain is reasonable

The goal for the average increase of lexile score according to the Reading Inventory will be 80 points.

The strategies and actions will remain the same. English Language Arts Teachers will continue to develop and refine common curriculum and assessments and will continue to analyze the data from those assessment for the purpose of providing targeted intervention and informing future instruction.

These changes can be found as part of the English/Language Arts goal in the SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 4

Parent Involvement (School-Wide Title 1) To assist teachers, counselors, administration, and other school staff members in developing, maintaining, and reinforcing positive relationships with parents in order to increase student achievement. This includes creating a strong environment where parents are partners in the education process for their children.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance at Back To School Night	<ul style="list-style-type: none"> <li>The number of parents who signed in at back to school night increase by approximately 20%, bringing the total to approximately 141.</li> </ul>	Back to School Night was held via video conference. As many as 115 individual were logged on during the school wide presentation. Teacher reported that attendance for their respective classroom presentation were equal to, and in some cases greater than parent attendance during the previous year's in person Back to School Night.
Attendance at Monthly Coffee With The Counselors	Increase the number of parents who attend coffee with the counselors to an average of 25 per event.	Attendance at the monthly Coffee with the Counselors lower than in previous years. Because of the COVID 19 pandemic, Coffee with the Counselors was held via video conference.
Participation in Various Surveys Created District or McNair High School	Increase the percentage of parents who respond to the parent survey by approximately 100%, bringing the total to approximately 46 respondents.	The number of parents who respond to the parent survey was 23. This was the same total as the previous year.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI 1  Parents will be solicited to be part of McNair High's School Site Council, Athletic Boosters, Music Boosters, clubs, Coffee w/Counselors and other activities within the McNair High community.	Implemented as planned	Print Shop  5715 Print Shop Title I: Parent Involvement	Print Shop See PI 2 5715 Print Shop Title I: Parent Involvement
		Postage See PI 2 5711 Postage Title I: Parent Involvement	Postage See PI 2 5711 Postage Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PI 2</p> <p>Provide opportunities for parents to engage in training related to topics that are important to parents during this time of distance learning as well as when students return to campus on a full time basis. Funds may be used to pay for outside speakers to provide training for parent.</p>	<p>Implemented as planned</p> <p>Outside speakers were brought in however there was no cost involved,</p>	<p>Presenters from outside of Lodi USD. 5800 Prof and Operating/Consultants Title I: Parent Involvement 0</p>	<p>Print Shop and Postage 5711 Postage Title I: Parent Involvement</p>
<p>PI 3</p> <p>Teachers will attend parent conferences, SST's for students or provide coverage for other teachers to attend.</p>	<p>Implemented as planned</p>	<p>Teachers LCFF</p>	<p>Teachers LCFF</p>
<p>PI 4</p> <p>There will additional support from the clerical staff to assist with communication between home and school. This will include the maintenance of the School's website and the creation of newsletters.</p>	<p>No funds were used for to support this action because of the COVID 19 pandemic.</p>	<p>Timecards 2420 Clerical Temp Title I: Parent Involvement 1042</p>	<p>Timecards 2420 Clerical Temp Title I: Parent Involvement 0</p>
		<p>Timecards 2920 Other Class Temp Title I: Parent Involvement 1065</p>	<p>Timecards 2920 Other Class Temp Title I: Parent Involvement 0</p>
<p>PI 5</p> <p>McNair High School will utilize Community Liaison Assistants to assist with communication between the school and the home. This may include parent meetings and home visits beyond the normal work day.</p>	<p>No funds were used for to support this action because of the COVID 19 pandemic.</p>	<p>Timecards 2120 Para Temp Title I: Parent Involvement 867</p>	<p>Timecards 2120 Para Temp Title I: Parent Involvement 0</p>
<p>PI 6</p> <p>Provide opportunities for teachers, counselors and other staff to emphasize</p>	<p>Implemented as planned</p>	<p>Parent oportunities LCFF</p>	<p>Parent Opportunities LCFF</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
the importance of parent involvement in school. This may include trainings and conferences provided by outside organizations			
PI 7 Use Title 1 parent involvement money to provide to refreshments at parent meetings	No funds were used for to support this action because of the COVID 19 pandemic.	Refreshments 4325 Food For Meetings Title I: Parent Involvement 391.00	Refreshments 4325 Food For Meetings Title I: Parent Involvement
PI 8  Provide resources for parents to access through McNair's library. Resources may include, but will not be limited to books, both electronic and hard copy, along with computer terminals that will be accessible to parents who visit McNair's library. The terminal will allow parents who may not have internet access to access resources that will allow them to assist their students.	Implemented as planned	Books, both electronic and hard copy that will serve as parent resources. 4200 Books Title I: Parent Involvement 8994	8.900

## Analysis

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

<p>PI 1</p> <p>Parents were solicited to be part of McNair High's School Site Council, Athletic Boosters, Music Boosters, clubs, Coffee with the Counselors and other activities within the McNair High community. Due to the COVID 19 pandemic, all parent involvement was virtual.</p> <p>PI 2</p> <p>During the 2020-2021 school year McNair High School was able to utilize new tools to enhance the communications efforts between the school and the community. This included a new mass communication system that made communication via e-mail, phone and text easier. In addition to phone, e-mail and text McNair High School was able to deliver information via a mobile application. This required the school to rely less on information delivered by traditional mail.</p> <p>PI 3</p>
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Teacher continued to attend parent conferences and ISTs. Teachers and administrators were often asked to step in and cover for teachers so that they could attend various meetings

PI 4

During the 2020-2021 school year clerical staff at McNair High School provided additional support in the school's efforts to increase parent involvement. This included assisting with communication between home and school and assisting with various events that occurred beyond the school day.

PI 5

McNair was without a Community Liaison Assistant for much of the 2020-2021 school year. The previous Community Liaison Assistant left the district prior to schools shutting down for in person instruction in March of 2020. Attempts to fill the position were unsuccessful. The lead Community Liaison Assistant from the district was on occasionally on campus when student returned for in person instruction in April of 2021. That individual did not work additional hours during the last nine weeks of the school year.

PI 6

During the 2020-2021 school year the importance of parent involvement was emphasized however there were no professional development activities that focused solely on parent involvement. A parent resource library was created by McNair's librarian. That action can be found in action number 8.

PI 7

During the 2020-2021 school year all parent meetings were virtual. There were no opportunities to provide refreshments during meetings.

PI 8

A parent resource library was created in McNair's library. A wide variety of books, including electronic books covering a wide range of topics were purchased and are currently available to the parents and guardians of our students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Because of the COVID 19 pandemic, Back to School Night was held via video conference. As many as 115 individual were logged on during the school wide presentation. Teacher reported that attendance for their respective classroom presentation were equal to, and in some cases greater than parent attendance during the previous year's in person Back to School Night.

Attendance at the monthly Coffee with the Counselors lower than in previous years. Because of the COVID 19 pandemic, Coffee with the Counselors was held via video conference.

There were two additional webinars held to provide parents with information covering a variety of topics.

In March of 2021 There was a general parent meeting held via Zoom Webinar. The purpose of this meeting was to prepare students and families for the return to in person instruction. As many as 100 people were logged into the parent meeting.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The threshold for material difference was set at \$5,000 below or above proposed expenditure. There were no material differences that met this threshold.

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.

There will be a continued to effort to increase parent involvement. The mobile application and the mass communication system will be utilized to inform parents and members of the community of different events that are occurring on campus. These efforts will also include virtual parent participation using video conferencing applications.

Current guidelines do not allow parent participation on a large scale. There are continued efforts to solicit parent involvement through video conferencing. The staff at McNair continues to use Blackboard Connect and Google Classroom to connect with parents and guardians.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## Goal 5

Professional Development: Teachers, counselors and administrators at McNair High School will engage in professional development activities that include but will not be limited to activities that focus on Response To Intervention (RTI), Professional Learning Communities (PLC), Leadership, Special Education and other professional development activities provided by the district and the county office of education. Teachers, including English/Language Arts Teachers, Math Teachers, Social Science Teachers and Science Teachers and will be provided with release time and/or paid at the adjunct rate to work beyond their contract time for the purpose of creating and refining common assessments and analyzing data for the purpose of driving future instruction.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The number of teachers who attend conferences, or other professional development activities away from the school site.	During the 2020-2021 school year 40 % of the teaching staff and 100% of the administrative staff will attend professional development activities. Due to the COVID-19 pandemic, most, if not all professional development will be virtual. The focus will be on teaching in a digital or hybrid setting.	There were limited opportunities to attend conferences off campus during the COVID-19 pandemic. Additionally, teachers were focused on providing quality instruction during distance learning so the focus on targeted intervention was not the main priority.  12 Teachers did engage in professional development activities, including virtual trainings and webinars.

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PD 1</p> <p>All teachers will have weekly collaboration time for 1 hour each week. Activities will include developing common assessments and analyzing the data of the assessment for the purpose of driving future instruction.</p>	Implemented as planned.	Weekly Collaboration Time LCFF	Weekly Collaboration Time LCFF
<p>PD 2</p>	There were limited opportunities to attend	Conferences 5220 Conference Title I	Conferences 5220 Conference Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provided opportunities for teachers and administrators to attend conferences focused on a variety of topics, including technology, student engagement and Response To Intervention (RTI). An area for focus to the 2019-2020 school year is the development and implementation of an RTI program. During the 2019-2020 school year teachers and administrators will engage in professional development activities that focus on RTI. Teachers and administrators will also research existing RTI programs in an effort to determine what would be most effective for McNair High School. Activities may include, but will not be limited to RTI conferences offered by Solution Tree and conferences offered by the bureau of educational research.</p>	<p>conferences off campus during the COVID 19 pandemic. Additionally, teachers were focused on providing quality instruction during distance learning so the focus on targeted intervention was not the main priority.</p>		
<p>PD 3</p> <p>Provide release time and/or pay teachers at the adjunct rate to work beyond their contract time to engage in professional development activities that focus on their content area. This may include but will not be limited to departments creating and refining common formative assessments, refining the new Social Science curriculum and creating digital content for students.</p>	<p>Implemented as planned.</p>	<p>Timecards 1120 Teacher Temp Title I 5705</p>	<p>Timecards 1120 Teacher Temp Title I 3724</p>
		<p>Substitutes 1150 Teacher Sub Title I</p>	<p>Substitutes 1150 Teacher Sub Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD 4 Provide opportunities for teachers, administrators and counselors to attend professional development activities focused on building a professional learning community (PLC) Response To Intervention (RTI), assessments, special education or other topics will help with overall school improvement.	Implemented as planned.	Conferences 5220 Conference Title I 4016	Conferences 5220 Conference Title I 650

## Analysis

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

<p>PD 1</p> <p>During the 2020-2021 school year all teachers had weekly collaboration time for 1 hour each week. Activities included developing common assessments and analyzing the data of the assessment for the purpose of driving future instruction.</p>
<p>PD 2</p> <p>No Title 1 funds were allotted for conferences focusing on targeted intervention during the 2020-2021 school year. There were limited opportunities to attend conferences off campus during the COVID 19 pandemic. Additionally, teachers were focused on providing quality instruction during distance learning so the focus on targeted intervention was not the main priority.</p>
<p>PD 3</p> <p>During the 2020-2021 school year teachers at McNair High School were provided with opportunities to paid at the adjunct rate to work beyond their contracted time to engage in professional development. This included providing time for Social Science teachers to work with the new curriculum adoption and time for one of our science teachers to work with the district's Science coach. Additionally World Language teachers, PE teachers and special education teachers were provided opportunities to engage in professional development related to their subjects area.</p>
<p>PD 4</p> <p>During the 2021-2021 school year teachers administrators and counselors had the opportunity to attend conferences and other professional development activities. There were limited opportunities to engage in professional development because of the COVID 19 pandemic. One teacher did attend a virtual AP training.</p>

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

<p>Considering the challenges teachers faced as a result of the COVID 19 pandemic, the teachers, counselors and administrators found opportunities to engage in professional development. Teachers attended webinars and met with district curriculum coaches.</p>
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Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The threshold for material difference was set at \$5,000 below or above proposed expenditure. There were no material differences that met this threshold

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.

During the 2021-2022 school year all students are back for in person learning. There will be a renewed focus on providing targeted intervention during the school day as well addressing students social emotional needs. These changes will found under the professional development goal of the 2021-2022 SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 6

McNair High School will increase the graduation rate to 90%.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Graduation Rate	The graduation rate will increase from 88% to 90%	The graduation rate decreased from 88% to 83.6% . A decrease of 4.4%

## Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>G1</p> <p>Counselors will regularly meet with students and parents in an effort to ensure that all effected parties are aware of the students' progress toward graduation</p>	Implemented as planned	Counselors LCFF	Counselors LCFF
<p>G2</p> <p>Counselors will identify students in need of extra support and identify programs that may be of benefit to the students. Programs may include courses designed to support students who struggle in math, after school tutoring and/or study hall, Response to Intervention (RTI) programs within different subject areas and credit recovery programs.</p>	Implemented as planned	Counselors LCFF	Counselors LCFF
<p>G3</p> <p>Credit recovery options will available to students</p>	Implemented as planned	District Funded Independent Study Program LCFF	District Funded Credit Recovery Program LCFF



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>after school and within the school day. Credit recovery options will include but will not be limited to LUSD's credit recovery program, LUSD's independent study program, the ability of students to recover credits within the school day.</p>			
<p>G4</p> <p>The principal, vice-principal, counselors and career center technician will plan graduation activities, including but not limited to student and parent informational meetings over the course of the 2020/2021 school year. Students and parents will be made aware of scholarships, financial aid and vocation opportunities .</p>	<p>Implemented as planned however Title 1 funding was not used to pay the career center technician and/or counselors to provide additional services,</p>	<p>Timecards 2420 Clerical Temp Title I 1042</p>	<p>Timecards 2420 Clerical Temp Title I</p>
<p>G5</p> <p>Develop and implement a Response To Intervention (RTI) program in Social Science and World Language and other subjects in an effort to assist students with fulfilling the requirements for graduation. RTI plans will vary between subject areas. Teachers at McNair High School are in the early phases of development. World Language Teachers identify students who are struggling and require them to go to a a different classroom for approximately one hour</p>	<p>This action was not implemented. The COVID-19 pandemic made providing targeted intervention during the school day very difficult. Students were on distance learning for the majority of the the 2020-2021 school year. Students had the opportunity to return for in person instruction on 04/12/2021. Approximately 40% of McNair's students chose to remain on distance learning.</p>	<p>Timecards 1120 Teacher Temp Title I 9867</p>	<p>Timecards 1120 Teacher Temp Title I 0</p>
		<p>Substitutes 1150 Teacher Sub Title I 1597</p>	<p>Substitutes 1150 Teacher Sub Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>per week to receive targeted intervention. World Geography teachers have developed a similar program.</p> <p>McNair's Response to Intervention (RTI Initiative is part of Lodi Unified' School District's Multi Tiered System of Support (MTSS)</p>			
<p>G6</p> <p>Implement an intervention program for students in need of credit recovery in Social Science and English Course.</p>	<p>Implemented as planned</p>	<p>Purchase APEX online learning licenses. 5875 Technology Licenses Title I 5000</p> <p>Pay English and Social Science Teachers to work an additional period for the purpose of providing intervention for credit recovery. The plan is to provide intervention for credit recovery in Social Science during the first and third quarter and in English during the second and fourth quarter, 1100 Teacher Title I 80175</p> <p>Provide additional funding for teachers to be paid at the adjunct rate to provide additional opportunities for intervention for credit recovery. This will take place after school. 1120 Teacher Temp Title I 225</p>	<p>Purchase APEX online learning licenses. 5875 Technology Licenses Title I 0</p> <p>Pay English and Social Science Teachers to work an additional period for the purpose of providing intervention for credit recovery. The plan is to provide intervention for credit recovery in Social Science during the first and third quarter and in English during the second and fourth quarter, 1100 Teacher Title I 80175</p> <p>Provide additional funding for teachers to be paid at the adjunct rate to provide additional opportunities for intervention for credit recovery. This will take place after school. 1120 Teacher Temp Title I 0</p>

## Analysis

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

### Graduation 1

During the 2020-2021 school year counselors from McNair High School regularly met with twelfth grade students and their parent in their efforts to ensure that all parties effected were aware of their progress toward graduation. Counselors provided written notification, made phone calls and scheduled in person meetings.

## Graduation 2

During the 2020-2021 school year counselors identified students who were in need of additional support and worked to provide that support to students. This support included courses designed to provide additional support as well as credit recovery opportunities and interventions that occurred within the school day.

## Graduation 3

During the 2020-2021 school year students at McNair High School had access to two different credit recovery programs. Both programs were available to students after the school day ended. Both programs provided opportunities for students to take courses they had previously failed.

## Graduation 4

The COVID-19 pandemic made providing targeted intervention during the school day very difficult. Students were on distance learning for the majority of the 2020-2021 school year. Students had the opportunity to return for in person instruction on 04/12/2021. Approximately 40% of McNair's students chose to remain on distance learning.

## Graduation 5

During the 2020-2021 school year the Social Science and World Language departments offered intervention to struggling students during the school day. Teachers in the Social Science department used data from common assessments to identify students who were in need of intervention. Teachers would then keep struggling students and provide targeted intervention while other students would go to another classroom and participate in enrichment activities. The World Language department employed the services of a retired teacher who would work individually with students who, according to different assessments, were struggling with the content.

## Graduation 6

During the 2020-2021 school year McNair High School implemented targeted intervention for credit recovery. McNair offered Social Sciences Course through APEX during the first and third quarters and English/Language Arts courses through APEX during the second and fourth quarters. During the third quarter, 83% of the students enrolled in the targeted intervention for credit recovery earned credits..

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The graduation rate for the 2019-2020 school year was 83.6% . This was a decrease from the previous year. Graduation data for the 2020-2021 school year is not currently available. The COVID-19 pandemic and distance learning providing substantial barriers to all students. Many of the efforts to provide targeted intervention during the school day were stalled. .

It should be noted that in the Spring of 2020 the Lodi USD Board of Education voted to reduce the number of credits required for graduation from 230 to 210. This included the reduction of credits required in English from 40 to 30 along with the reduction of 10 elective credits. 30 credits in English align with the State of California requirements for graduation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The threshold for material difference was set at \$5,000 below or above proposed expenditure.

## Graduation 5.

\$11,464 was allotted for teachers to provide intervention during the school day and 0 was used. This can be attributed to the school shutdown that occurred as a result of the COVID-19 pandemic. The distance learning that occurred during most of the 2020-2021 school year did not allow for planned interventions.

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.

There will be no significant changes to the actions under the graduation goal. The full return to in person instruction will allow the staff at McNair to re-establish the some of the targeted intervention initiatives that were not feasible while students were on distance learning. McNair will continue to offer targeted intervention for credit recovery during the school day during the 2020-2021 school year. This will include year long courses in English/Language Arts and Social Science.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 7

Increase the number of students who exit McNair High School who are considered college and career ready. This will include the number of students who meet A-G requirements for entrance into a UC or CSU, the number of students who complete Career and Technical Education programs and the number of students who are accepted to community college, a four year college, a trade or technical school or other post-secondary program along with students who join the military . The percentage of students who meet the A-G requirements will increase by 7% to 45%. Baseline data will be collected for the other areas mentioned above.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The number of students who graduate from McNair High School meeting the A-G requirements for graduation.	The percentage of students who meet the A-G requirements will increase by 7% from the 2018-2019 total.	The percentage of students who meet the A-G requirements during the 2019-2020 was 36.8%. This was a decline of 1.2% from the previous year. Data for the 2020-2021 school year is not yet available. Raw data indicates that the A-G rate for 2020-2021 was 29%. This have not been verified.
The number of students who are college a and career ready according to the California Dashboard	45% of graduates will be College and Career ready according to the California Dashboard	Because of the COVID 19 pandemic the College and Career Readiness metric on n the California Dashboard was not published.

### Strategies/Activities for Goal 7

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
C & C 1  McNair High School will provide an AVID program in which qualified students are enrolled into an AVID class while being enrolled in other the classes that exposed students to a rigorous, standards based curriculum	Implemented as planned.	AVID Program LCFF	AVID Program LCFF
C & C 2  AVID teachers will be provided with release time and/or adjunct pay for the purpose of planning and refining instruction. The	Implemented as planned.	Timecards 1120 Teacher Temp Title I 4712  Substitutes 1150 Teacher Sub Title I 1873	Timecards 1120 Teacher Temp Title I 188  Substitutes 1150 Teacher Sub Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>AVID site coordinator will be provided with additional release time in order to observe the AVID teachers at McNair High School and articulate with AVID teachers from feeder programs.</p>			
<p>C &amp; C 3</p> <p>Students enrolled in AVID Classes will have the opportunity to explore college and career options of the course of the 2020/2021 school year.</p>	<p>Implemented as planned.</p>	<p>Study Trips 5872 Field Trips Title I</p>	<p>Study Trips 5872 Field Trips Title I</p>
<p>C &amp; C 4</p> <p>All ninth-grade students will be enrolled Seminar 101. Seminar 101 is a class designed to provide ninth grade students with organizational skills necessary for success in high school as well as information regarding college and career options. Seminar 101 teachers will be provided with release time or adjunct pay for the purpose of planning instruction and analyzing data.</p>	<p>Implemented as planned.</p>	<p>Timecards 1120 Teacher Temp Title I 3,760</p>	<p>Timecards 1120 Teacher Temp Title I 3607</p>
		<p>Substitutes 1150 Teacher Sub Title I</p>	<p>Substitutes 1150 Teacher Sub Title I</p>
<p>C &amp; C 5</p> <p>Provide opportunities for AVID Teachers, along with administrators to attend conferences that focus on AVID. This may include but will not be limited to the AVID summer institute and other AVID conferences.</p>	<p>Teachers attended the AVID summer institute however Title 1 funds were not used.</p>	<p>Conferences 5220 Conference Title I</p>	<p>Conferences 5220 Conference Title I</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>C &amp; C 6</p> <p>McNair High School will provide support for parents so that they can support their students in their efforts to develop a plan for life after high school. This may include but will not be limited to parent information nights regarding financial aid, parent support for Naveance (A college and Career Readiness Program) and information for parents regarding other post-secondary programs.</p>	<p>Implemented as planned.</p>	<p>Counselors Seminar 101 Classes LCFF</p>	<p>Counselors Seminar 101 Classes LCFF</p>
<p>C&amp;C 7</p> <p>Provide supplemental materials for ninth grade students enrolled in Seminar 101 classes.</p>	<p>Implemented as planned.</p>	<p>Supplemental Materials for Seminar 101 4300 Materials Title I 7,883</p>	<p>Supplementary Materials for Seminar 101 4300 Materials Title I 9705</p>
<p>C&amp;C 8</p> <p>Provide supplemental resources for classes that focus on and/or promote college and career readiness for students at McNair High School. This will include, but will not be limited to the purchase of supplemental materials for science classes to promote STEM projects, the purchase of technology, including document cameras and printers for special education classes and the purchase of supplementary materials for the Visual and Performing Arts department. Additional Promethean Panels may be purchased for</p>	<p>Implemented as planned.</p>	<p>Supplemental Technology 4475 Technology (\$500-\$9,999) Title I 20,000</p>	<p>Timecards 1120 Teacher Temp Title I 14269</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
classrooms that do not have them.			
<p>C&amp;C 9</p> <p>Provide additional support for students enrolled in the Dual enrollment program at McNair High School. This support will include an open study hall for students enrolled in the dual enrollment class.</p>	<p>Dual enrollment classes remained asynchronous throughout the 2020-2021 school year. As a result, students were not assigned to a specific dual enrollment class period. Consequently, teachers were not needed to provide support.</p>	<p>Timecards 1120 Teacher Temp Title I 2050</p>	<p>Timecards 1120 Teacher Temp Title I 0</p>
<p>C&amp;C 10</p> <p>Provide additional hours of adjunct to support for McNair's CTE Computer Science Program.</p>	<p>Implemented as planned.</p>	<p>Timecards 1150 Teacher Sub Title I 5000</p>	<p>9306</p>

## Analysis

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

### C & C 1

During the 2020-2021 school year McNair High School continued to offer an AVID program. Students enrolled in the AVID program were exposed to rigorous, standards based curriculum. Students were also provided with opportunities to participate on activities in their AVID classes that focused on college readiness.

### C & C 2

During the 2020-2021 school year AVID teachers and the AVID site coordinator were provided with release time and/or paid at the adjunct rate for the purpose of planning and refining instruction and collecting and analyzing data related to the AVID program. The AVID coordinator focused on preparing McNair's program for the certification process. As a result McNair's AVID program is currently "Highly Certified."

### C & C 3

Because of the COVID-19 pandemic, study trips were not available for AVID students. AVID students did have the opportunity to participate in variety of virtual activities designed to give them the opportunity to learn about college life.

### C & C 4

During the 2020-2021 school year most ninth grade students were enrolled in a Seminar 101 class. Students who were enrolled in an AVID class were not enrolled in a Seminar 101 class, Teachers who teach Seminar 101 were provided with release time and/or paid at the adjunct rate to plan instruction and analyze data.

### C & C 5

During the summer of 2020 teachers attended the AVIID summer institute however Title 1 funds were not used.



#### C & C 6

During the 2020-2021 school year McNair High School provided support for parents so that they were able support their students in their efforts to develop a plan for life after high school. This included but will not be limited to parent information nights regarding financial aid, parent support for Naviance (A college and Career Readiness Program) and information for parents regarding other post-secondary programs.

#### C & C 7

During the 2020-2021 school year supplemental materials were purchased for McNair's seminar 101 program.

#### C & C 8

During the 2020-2021 school year supplementary materials were purchased for teachers at McNair High School. This include supplemental material for McNair's photography classes and other technology that was to be used to increase students college and career readiness.

#### C&C 9

Dual enrollment classes remained asynchronous throughout the 2020-2021 school year. As a result, students were not assigned to a specific dual enrollment class period. Consequently, teachers were not needed to provide support.

#### C & C 10

During the 2020-2021 school year funding was provided to pay a substitute teacher to assist with McNair's CTE Computer Science program. During the first half of the school year there were two different long term substitute teachers in the position. A full time teacher was began in January of 2021. A district employee provided supplemental assistance for the teachers who were teaching the class.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Because of the COVID-19 pandemic much the data that would help determine the effectiveness of the strategies and activities was not available, specifically, the college and career readiness metric that appears on the California Dashboard. Another key data point, A-G completion rate is not yet available for the 2020-2021 school year. Unofficially, the A-G completion rate was 29%. This was calculated using raw data but has not been verified.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The threshold for material difference was set at \$5,000 below or above proposed expenditure.

#### C & C 8

\$20,000 was allotted to provide supplemental materials for students in Science classes, special education classes and VAPA classes. Only \$14,269 was used. A wide variety of supplemental materials was purchased using funds other than Title 1.

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.

Students have returned to in person instruction. This will allow the AVID and Seminar 101 teachers to fully implement their respective programs. The action to support the CTE Computer Science program will be removed. The teacher is now well established and does not require the same level of assistance. An action will be added to provide the counseling staff with resources to assist students in completing requirements for college applications. The action to provide supplemental materials will remain however the materials ordered will likely change. These changes can be found under the college and career readiness goal in the SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 8

Positive School Climate

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rates, including Tardies	Number of Tardies will decrease by 10%	Viable data was not available due to the fact students participated in distance learning for nearly three-quarters of the school year. Lodi USD returned to in person instruction on April 12, 2021 however nearly 40% of McNair's students remained on distance learning.
Suspension and Expulsion Rates	Number of students with 20 or more unexcused period absences will decrease by 10%.	Viable data was not available due to the fact students participated in distance learning for nearly three-quarters of the school year. Lodi USD returned to in person instruction on April 12, 2021 however nearly 40% of McNair's students remained on distance learning.
Number of students who participate intervention programs during the 2019-2020 school year	Number of suspensions will decrease by at least 10%  Number of expulsions will decrease by at least 25%	Viable data was not available due to the fact students participated in distance learning for nearly three-quarters of the school year. Lodi USD returned to in person instruction on April 12, 2021 however nearly 40% of McNair's students remained on distance learning.

### Strategies/Activities for Goal 8

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Positive School Climate 1  Provide materials to support McNair High School's Positive Behavior Intervention and Supports (PBIS) program.	Materials to support McNair's Positive Behavior Intervention and Supports were purchased however Title 1 funds were not used.	Provide materials to support McNair's Positive Behavior Intervention and Supports (PBIS). These materials may include, but will not be limited to posters promoting PBIS, materials promoting McNair's reward system and materials that can provide tier 1 and tier 2 interventions for	Provide materials to support McNair's Positive Behavior Intervention and Supports (PBIS). These materials may include, but will not be limited to posters promoting PBIS, materials promoting McNair's reward system and materials that can provide tier 1 and tier 2 interventions for

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		students. 4300 Materials Title I 505	students. 4300 Materials Title I 0
Positive School Climate 2  Purchase Five Star Student	Not implemented. Students were on distance learning for more than three quarters of the 2020-2021 school year. Consequently, Five Star Students was not needed.	Five Star Students allows the staff at McNair to effectively account for students who are participating in the various intervention opportunities around campus. Five Star students will also allow the staff to further implement McNair's Positive Behavior and Supports (PBIS) initiative by giving them the ability to identify students who are taking part in various intervention opportunities as well students who are earning rewards through the recognition system. 5875 Technology Licenses Title I 2055	Five Star Students was not purchased during the 2020-2021 School Year. 5875 Technology Licenses Title I 0
Positive School Climate 3  Provide additional funding for the Community Liaison Assistant to do home visits and attend school wide events that occur after their contract time.	Planned and Implemented	Provide funding for classified staff to to provide additional supports to students beyond his contracted day. This includes additional funding for McNair's Community Liaison Assistant to conduct home visits and additional funding for other classified staff to provide supplemental support for various programs on campus. . 2200 Class Support Temp Title I 1042	Provide funding for classified staff to to provide additional supports to students beyond his contracted day. This includes additional funding for McNair's Community Liaison Assistant to conduct home visits and additional funding for other classified staff to provide supplemental support for various programs on campus. . 2200 Class Support Temp Title I 148
Positive School Climate 4  Purchase Ripple Effects Software	Planned and Implemented	Ripple Effects Social Emotional Learning Software 5875 Technology Licenses Title I 1050	. Ripple Effects Social Emotional Learning Software 5875 Technology Licenses Title I 1050

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Positive School Climate 5</p> <p>Provide additional mental health services for student identified through McNair's PBIS program.</p>	<p>Planned and Implemented</p>	<p>Provide support for McNair;s Positive Behavior Intervention and Supports (PBIS). This will include providing additoanl mental health services for students on campus, including students in need of tier three interventions 5800 Prof and Operating/Consultants Title I 8,000</p>	<p>Provide support for McNair;s Positive Behavior Intervention and Supports (PBIS). This will include providing additoanl mental health services for students on campus, including students in need of tier three interventions 5800 Prof and Operating/Consultants Title I 7,860</p>
<p>Positive School Climate 6</p> <p>Provide release time or adjunct pay for teachers at McNair to meet with teachers at feeder schools for the purpose of articulation.</p>	<p>Planned and Implemented</p>	<p>Timecards 1120 Teacher Temp Title I 2350</p>	<p>Timecards 1120 Teacher Temp Title I 94</p>

## Analysis

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

<p>Positive School Climate 1</p> <p>During the 2020-2021 school year materials were purchased to support McNair's PBIS initiative however Title 1 funds were not used.</p> <p>Positive School Climate 2</p> <p>Five Star students was not purchased during the 2020-2021 school year. Students spent more than three-quarters of the school year on distance learning. Consequently, there was no need for Five Star Students.</p> <p>Positive School Climate 3</p> <p>Classified employees were able to provide limited additional services during the course of the 2020-2021 school year.</p> <p>Positive School Climate 4</p> <p>Ripple Effects Software was purchased however there were limited opportunities to use the software while students were on distance learning.</p> <p>Positive School Climate 5</p> <p>Additional mental health services were provided during the course of the 2020-2021 school year. The mental health clinician was able to meet with students via video conference while students were on distance learning.</p> <p>Positive School Climate 6</p>
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One meeting was held in January of 2021 to discuss articulation with feeder schools. A second meeting was planned for February however it did not occur. Toward the end of February the district's focus shifted to the return of students to in person instruction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The threshold for material difference was set at \$5,000 below or above proposed expenditure. There were no difference that met this threshold.

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.

There was no useable data to assess the effectiveness of the positive school climate goal and subsequent actions for the 2020-2021 school year. Students were on distance learning for more than three quarters of the school year and approximately 40% of McNair's students remained on distance learning when schools re-opened. There were few suspensions and zero expulsions.

Students have returned to in person instruction for the start of the 2021-2022 school year. McNair

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 9

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 8

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ATSI 1</p> <p>Provide opportunities for teachers, administrators and counselors to attend professional development activities focused on building a professional learning community (PLC) Response To Intervention (RTI), assessments, special education or other topics will help with overall school improvement.</p>		<p>See Professional Development Action Number 4 5220 Conference Title I</p>	
<p>Provide release time and/or pay at the adjunct rate for Teachers to work beyond their contract time to develop and refine curriculum, create common formative assessments, analyze data and plan targeted intervention. The data collected from the assessments will be used along with benchmark and grade data to plan future instruction. Teachers will also use release time and/or be paid at the adjunct rate to meet with McNair's feeder middle schools in an effort to</p>		<p>See ELA Action Number 7, Math Action Number 3, Professional Development Action Number 3, College and Career Readiness Action Number 2 1120 Teacher Temp Title I</p>	
		<p>See ELA Action Number 7, Math Action Number 3, Professional Development Action Number 3, College and Career Readiness Action Number 2 1150 Teacher Sub Title I</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ensure that incoming ninth graders are properly placed and are provided with the appropriate level of support.			
<p>ATSI 3</p> <p>All students will be exposed to a rigorous standard based curriculum approved by the state in English Language Arts and Mathematics.</p>		District Approved Curriculum LCFF	
<p>ATSI 4</p> <p>All students, including Students with Disabilities will have the opportunity to attend after school tutoring and receive extra help through McNair's after school program.</p>		After School Program LCFF	
<p>ATSI 5</p> <p>All students, including Students with Disabilities will be provided books, supplies, materials, practice materials, and classified support to promote the core curriculum and greater learning and achievement by all students on the CASSPP assessments.</p>		District Approved Curriculum LCFF	
<p>ATSI 6</p> <p>Provide additional mental health services for students identified through McNair's PBIS program. This includes Students with Disabilities.</p>		See Positive School Climate Action Number 5 5800 Prof and Operating/Consultants Title I	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ATSI 7</p> <p>Provide targeted intervention for credit recovery for all students, including Students with Disabilities in the areas of English Language Arts and Social Science.</p>		<p>See Graduation Goal, Action Number 6 Title I</p>	

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.



# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

During the 2021/2022 school year, 85% of all students enrolled in English 9 and 10 classes will pass with a grade of D or better and 90% of the students enrolled in English 1 & 12 classes will pass with a grade of a D or better. During the 2018/2019 school year the percentage of students who passed with a D or better during each semester ranged from 100% in AP English Language Composition to 82% in CP English 9. This was an improvement over the previous year.

During the 2021/2022 school year the percentage 11th grade students who met or exceed standards according the CAASPP will increase from 51% to 56%. During the 2020-2022 school year the percentage of students who met or exceeded standards was 51%.

During the 2021/2022 students enrolled i English/Language Arts classes will take the i-ready assessment for the first time. The i-ready assessment will be administered at the beginning of each term and again at the end. Data collected during the 2021-2022 school year will be used a baseline for the following year. Students are expected to improve from the first administration at the beginning of the semester to the second administration at the end of the semester.

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

English/Language Arts Grades from the 2020-2021 school year along with CAASPP data and benchmark data from the 2020-2021 school year.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Grade Data	Grade Data: English 9 CP- 66% Passage Rate English 10 CP- 58% Passage Rate English 11 CP- 62% Passage Rate English 12 CP- 78% Passage Rate	Grade Data: English 9 CP- 90% Passage Rate English 10 CP- 90% Passage Rate English 11 CP- 90% Passage Rate English 12 CP- 90% Passage Rate
CAASPP Data	CAASPP Data: 51% of students met or exceeded standards according to the CAASPP	CAASPP Data: 56% Will Meet or Exceed Standards
i-ready data	i-ready data will be form the initial administration will be used as a baseline.	i-ready data will be form the initial administration will be used as a baseline.

## Planned Strategies/Activities

### Strategy/Activity 1

ELA 1

All students will be exposed to a rigorous standard based curriculum approved by the state.

### Students to be Served by this Strategy/Activity

All students enrolled at McNair High School

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

All ELA teachers, vice principal, principal

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Approved Curriculum

### Strategy/Activity 2

ELA 2

All students will have access to after school tutoring.

### Students to be Served by this Strategy/Activity

All students enrolled at McNair High School

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Tutoring staff, vice principal

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

After School Program

### Strategy/Activity 3

ELA 3

All students will have access to the Library/Media center. McNair High will employ a Library technician to assist students

### Students to be Served by this Strategy/Activity

August 02, 2021 through June 3, 2022

## Timeline

August 10, 2020 through June 9, 2021

## Person(s) Responsible

Librarian and library technician

## Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Library tech

## Strategy/Activity 4

ELA 6

Provide books, supplies, materials, practice materials, and classified support to promote the core curriculum and greater learning and achievement by all students on the SBAC tests

## Students to be Served by this Strategy/Activity

.All students enrolled at McNair High School

## Timeline

August 02, 2021 through June 3, 2022

## Person(s) Responsible

ELA teachers, Department Chairpersons, vice-principal, principal.

## Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Approved Curriculum

## Strategy/Activity 5

ELA 7

English/Language Arts Teachers will be given release time and/or paid at the adjunct rate to work beyond their contract time to develop and refine curriculum and create common formative assessments. The data collected from the assessments will be used along with i-ready and grade data to plan future instruction. Teachers will also use release time and/or be paid at the adjunct rate to meet with McNair's feeder middle schools in an effort to ensure that incoming ninth graders are properly placed and are provided with the appropriate level of support.

## Students to be Served by this Strategy/Activity

All students enrolled in English/Language Arts classes at McNair High School

## Timeline

August 02, 2021 through June 3, 2022

## Person(s) Responsible

English/Language Arts Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecards
Amount	2400
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes

## Strategy/Activity 6

ELA 8

Provide supplemental materials for the Library at Ronald E. McNair High School. These materials will include both fiction and non-fiction books for students to use for a variety of reasons including research and career exploration.

## Students to be Served by this Strategy/Activity

All students at McNair High School

## Timeline

August 02, 2021 through June 3, 2022

## Person(s) Responsible

Principal, McNair's Librarian

## Proposed Expenditures for this Strategy/Activity

Amount	7,500
Source	Title I
Budget Reference	4200 Books
Description	Supplemental Materials for the Library

## Strategy/Activity 7

ELA 9

McNair High will provide technology to supplement classroom instruction and assist students with meeting standards for each course. These will include, but will not be limited to, purchasing a site license for "turnitin.com", "digital theatre." and Storyboard That. Turnitin.com is a program designed to assist students with the writing process and Digital Threater provides students with access to video versions of some of the literature that is read in English Language Arts classes. The technology support may also included the purchase of supplemental hardware that will assist teachers in delivering instruction.

## Students to be Served by this Strategy/Activity

All students enrolled at McNair

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	12,000
<b>Source</b>	Title I
<b>Budget Reference</b>	5875 Technology Licenses
<b>Description</b>	Licenses for Turnitin.com and Digital Theatre
<b>Amount</b>	5,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4475 Technology (\$500-\$9,999)
<b>Description</b>	Supplemental Technology for English Language Arts classrooms

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

85% of all Integrated Math 1 will pass the class with a C or better. 80% of all High School Math students will pass the class with a D or better. 80% of all High School Math A & B will pass the respective course with a grade of a D or better. The percentage student enrolled in high school math who meet standards according to the district benchmark will increase by at least 4.7%, from 26.3% to 31%. The percentage of students enrolled in Integrated Math 1 who meet standards will increase by 4.9% from 20.1% to 25%. The percentage of 11 students enrolled in integrated math 2 who meet standards will increase by 5.2% from 10.8% to 16%. The percentage of students enrolled in Integrated Math 2+ who meet standards will increase by 4.7% from 32.3% to 37%. The percentage of students enrolled in Integrated Math 3 who meet standards will increase by 4% from 51% to 55%. The percentage of 11th grade students who meet or exceed standards according to the CAASPP Math test will increase by 5.5% from 24.5% to 30%.

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

Student Grades from the 2020-2021 School Year  
 CASSPP Math Scores  
 District Benchmarks for Math  
 i-ready assessment in Math

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Integrated Math 1 Grades High School Math Grades High School Math A Grades High School Math B Grades	Integrated Math 1 Grades - 70% Pass with a D or better High School Math Grades- 55% Pass with a D or better High School Math A Grades- 66% Pass with a D or better High School Math B Grades- 43% Pass with a D or better	Integrated Math 1 Grades - 85% Pass with a D or better High School Math Grades- 80% Pass with a D or better High School Math A Grades- 80% Pass with a D or better High School Math B Grades- 80% Pass with a D or better
CAASPP Scores	CAASPP Scores- 24.5% Met or Exceeded Standards	CAASPP Scores- 30% Will Meet or Exceed Standards
Benchmark Scores	Benchmark Scores High School Math 26.3% met or exceeded standards Integrated Math 1 20.1% met or exceeded standards Integrated Math 2 - 10.8% met or exceeded standards	Benchmark Scores High School Math 31% met or exceeded standards Integrated Math 1 25% met or exceeded standards Integrated Math 2 - 16% met or exceeded standards

Metric/Indicator	Baseline	Expected Outcome
	Integrated Math 2+ - 32.3% met or exceeded standards Integrated Math 3 - 51% met or exceeded standards	Integrated Math 2+ - 37% met or exceeded standards Integrated Math 3 - 55% met or exceeded standards
i-ready Assessment	i-ready data will be form the initial administration will be used as a baseline.	i-ready data will be form the initial administration will be used as a baseline.

## Planned Strategies/Activities

### Strategy/Activity 1

M1

All students will be exposed to a rigorous standard based curriculum approved by the state.

#### Students to be Served by this Strategy/Activity

All students enrolled in math classes at McNair High School.

#### Timeline

August 02, 2021 through June 3, 2022

#### Person(s) Responsible

All Math teachers, vice principal, principal

#### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Approved Curriculum

### Strategy/Activity 2

M2

All students will have access to after school tutoring.

#### Students to be Served by this Strategy/Activity

All students enrolled in math classes at McNair High School.

#### Timeline

August 02, 2021 through June 3, 2022

#### Person(s) Responsible

Tutoring staff, vice principal

#### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	LCFF
<b>Description</b>	Timecards

### Strategy/Activity 3

M3

All teachers will have weekly collaboration time for 1 hour each week. Activities will include identifying essentials with the Common Core Standards, developing and revising common tests, and quizzes and examining data from multiple sources in an effort to drive future instruction. Teachers will be provided with release time and/or be paid at the adjunct rate to work beyond contract time for the purpose of analyzing data and building a curriculum library that can be accessed by students enrolled in math classes. Math teachers will also be provided with release time and/or paid at the adjunct rate to meet with teachers from McNair's feeder middle schools in an effort to ensure that students are properly placed and are provided with the appropriate level of support.

#### Students to be Served by this Strategy/Activity

All students enrolled in math classes at McNair High School.

#### Timeline

August 02, 2021 through June 3, 2022

#### Person(s) Responsible

All Math teachers, vice-principal, and principal

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2400
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Substitutes
<b>Amount</b>	1500
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Timecards

### Strategy/Activity 4

M5

Books, supplies, materials, practice materials, and classified support to promote the core curriculum and greater learning and achievement by all students on the CASSPP assessments.

#### Students to be Served by this Strategy/Activity

All students enrolled in math classes at McNair High School.

#### Timeline

August 02, 2021 through June 3, 2022



## Person(s) Responsible

All Math teachers, Vice-Principal, Principal

## Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Materials and Supplies

## Strategy/Activity 5

M7  
Students enrolled in High School Math classes will be given a weekly, standards based assessment. Students who not meet the standards on the assessment, will be provided one hour of targeted intervention each week. Student who meet standards, will go to a different classroom and be provided with an enrichment activity. A different math teacher will provide the enrichment during their prep period.

## Students to be Served by this Strategy/Activity

Student enrolled in High School Math Classes

## Timeline

August 02, 2021 through June 3, 2022

## Person(s) Responsible

Math Teacher at McNair High School

## Proposed Expenditures for this Strategy/Activity

Amount

4000

Source

Title I

Budget Reference

1120 Teacher Temp

Description

Timecards for Targeted Intervention

## Strategy/Activity 6

M8  
Purchase Edulastic, a digital assessment platform that provides various assessments that mirror the smarter balanced assessments. Edulastic also provides tools that allow teachers to provide targeted intervention to students who are struggling in Math.

## Students to be Served by this Strategy/Activity

All students enrolled in Math classes at McNair High School

## Timeline

August 02, 2021 through June 3, 2022

## Person(s) Responsible

Math Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Edulastic Software

### Strategy/Activity 7

M9  
Students enrolled in High School Math courses will have access to supplementary curriculum, including Dream Box, a technology based program designed to help students improve their skills in math.

### Students to be Served by this Strategy/Activity

All students enrolled in math classes at McNair High School.

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Intervention teachers, counselors, administration.

### Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	Supplemental Curriculum

### Strategy/Activity 8

Supplemental Materials for Math Classes

### Students to be Served by this Strategy/Activity

M 10  
Supplement existing technology and provide additional supplies in math classes at McNair High School. Specifically provide scientific, graphing calculators for student use in math classes.

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Math Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	4375 Technology (under \$500)

<b>Description</b>	Supplemental Math Materials
<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	4475 Technology (\$500-\$9,999)
<b>Description</b>	Supplemental Math Materials

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learners

### Goal Statement

20% of the English Learners at McNair will be re-designated at proficient during the 2020//2021 school year. This would be a 14% increase from the 2020-2021 school year. English Learners enrolled in the Reading Intervention (Read 180 Class) will increase their lexile score by at least 80 points grade levels.

The percentage of English Learners who meet or exceed standards on the English/Language Arts benchmarks will increase from 0% to 10%. The percentage of English Language Learners who meet or exceed standards on the English/Language Arts section of the CAASPP will increase from 0% to 10%.

The percentage of English Learners who meet or exceed standards on the Math benchmarks will increase from 15% to 20%. The percentage of English Language Learners who meet or exceed standards on the Math section of the CAASPP will increase from 6% to 11%.

### LCAP Goal

A. All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

### Basis for this Goal

The percentage of students who have been re-designated over the the past three school years.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of English Learners who are reclassified to proficient according to the ELPAC.	<ul style="list-style-type: none"> <li>Percentage of English Learners who are reclassified to proficient according to the ELPAC was 7.48%</li> </ul>	Percentage of English Learners who are reclassified to proficient according to the ELPAC will be 20%
Percentage of Students who meet or exceed standards on the English Language Arts section of the CAASPP	The percentage of English Learners who scored proficient or advance on the ELA section of the CAASPP was 6%	Percentage of Students who meet or exceed standards on the English Language Arts section of the CAASPP will be 11%.
Percentage of Students who meet or exceed standards on the Math section of the CAASPP.	The percentage of English Learners who scored proficient or advanced on the Math section of the CAASPP was 15%	Percentage of Students who meet or exceed standards on the Math section of the CAASPP will be 20%.
Reading Inventory	The average score on the Reading Inventory improved by 128 points.	The average Reading Inventory Score will increase by 140 points

**Metric/Indicator****Baseline****Expected Outcome**

i-ready assessment data

i-ready data will be form the initial administration will be used as a baseline.

i-ready data will be form the initial administration will be used as a baseline.

**Planned Strategies/Activities****Strategy/Activity 1**

ELL 1

All ELL students will be exposed to a rigorous standardsbased curriculum approved by the state

**Students to be Served by this Strategy/Activity**

English Learners enrolled at McNair High School.

**Timeline**

August 02, 2021 through June 3, 2022

**Person(s) Responsible**

ELL teachers, SDAIE teachers, vice-principal, assistant principals, principal

**Proposed Expenditures for this Strategy/Activity****Source**

LCFF

**Description**

District Approved Curriculum

**Strategy/Activity 2**

ELL 2

All ELL students will have access to after school tutoring.

**Students to be Served by this Strategy/Activity**

English Learners enrolled at McNair High School.

**Timeline**

August 02, 2021 through June 3, 2022

**Person(s) Responsible**

Tutoring staff, ELL teacher, vice-principal

**Proposed Expenditures for this Strategy/Activity****Source**

LCFF

**Description**

After School Program

**Strategy/Activity 3**

ELL 3

All ELL students will have access to the library-media center.

### Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Librarian and library technician.

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Library technician

### Strategy/Activity 4

ELL 4

All teachers will have weekly collaboration time for 1 hour each week. Teachers will develop and revise common tests, and quizzes. Teachers will analyze data from multiple sources and use the data to drive future instruction. McNair High will contract with Solution Tree to provide expertise to transform McNair High to a model Professional Learning Community (PLC). Conferences and workshops will also be made available for teachers and staff focusing on the Common Core Standards and PLC's.

### Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

All teachers, vice-principal, and principal

### Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Budget Reference

1120 Teacher Temp

Description

Timecards  
See ELA 7

Amount

0

Source

Title I

Budget Reference

1150 Teacher Sub

Description

Substitutes

See ELA 7

### Strategy/Activity 5

ELL 5  
ELL teachers will articulate their curriculum with feeder school teachers to help facilitate a smooth transition from the 8th grade to the 9th grade and to better support student learning.

#### Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

#### Timeline

August 02, 2021 through June 3, 2022

#### Person(s) Responsible

ELA Teachers, asst-principal, principal.

#### Proposed Expenditures for this Strategy/Activity

Amount	720
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes

### Strategy/Activity 6

ELL 6  
To provide books, supplies and materials to support the core curriculum and promote greater learning and achievement by all ELL students.

#### Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

#### Timeline

August 02, 2021 through June 3, 2022

#### Person(s) Responsible

ELL teachers, Department Chairpersons, vice-principal, principal.

#### Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	Materials and Supplies

### Strategy/Activity 7

ELL 7  
All teachers, including teachers who teach English Learners will work to develop a program for Response To Intervention (RTI) in an effort to identify struggling students early and provide effective, targeted intervention. McNair's

RTI program is part of the district's MTSS initiative. The RTI program provides tier two interventions for students in need.

### Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

All teachers, vice-principal, principal, .

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecards See ELA 7
Amount	0
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes See ELA 7

### Strategy/Activity 8

ELL 8  
READ 180 will be implemented for all students needing support in reading. English 3D classes will be implemented for students needing more support in their English classes.

### Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Read 180 teachers, counselors, administration.

### Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	Read 180 Curriculum and



Teachers

### Strategy/Activity 9

ELL 9

McNair High School will provide language support for EL students by utilizing Bi-Lingual Para-Educators. Teachers at McNair will work with district English/Language Arts coaches to develop strategies to further assist English Learners. Community Liaisons will be utilized to keep parents up to date, in their primary language, as to their child's progress.

### Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Para-educators, Community Liaisons, ELD teacher, regular education teachers, counselors, administrators.

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Para-Professionals  
Community Liaisons  
District Coaches

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent / Family Engagement

### Goal Statement

Parent Involvement (School-Wide Title 1) To assist teachers, counselors, administration, and other school staff members in developing, maintaining, and reinforcing positive relationships with parents in order to increase student achievement. This includes creating a strong environment where parents are partners in the education process for their children.

### LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LEAP Goal B)

### Basis for this Goal

Attendance at parent conferences, IST's, ELAC, School Site Council, Back to School Night, Coffee with the Counselors, and award ceremonies.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance at Back To School Night Attendance at Monthly Coffee With The Counselors Participation in Various Surveys Created District or McNair High School Parent Participation in WASC Probationary Report Process	<p>The number of parents who signed in at back to school night increase by approximately 20%, bringing the total to approximately 100. This was close to the same number of people who attended the virtual back to school night in August of 2020</p> <p>Increase the number of parents who attend coffee with the counselors remained stagnant, ranging from 9 to 28 with an average of 17.4.</p> <p>23 parents responded to the parent survey that was sent in Spring of 2021.</p>	<ul style="list-style-type: none"><li>The number of parents who signed in at back to school night increase by approximately 50%, bringing the total to approximately 150.</li></ul> <p>Increase the number of parents who attend coffee with the counselors to an average of 25 per event.</p> <p>Increase the percentage of parents who respond to the parent survey by approximately 100%, bringing the total to approximately 46 respondents.</p>

### Planned Strategies/Activities

#### Strategy/Activity 1

PI 1  
Parents will be solicited to be part of McNair High's School Site Council, Athletic Boosters, Music Boosters, clubs, Coffee w/Counselors and other activities within the McNair High community.

## Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

## Timeline

August 02, 2021 through June 3, 2022

## Person(s) Responsible

Administration, site staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	700
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	5715 Print Shop
<b>Description</b>	Print Shop
<b>Amount</b>	300
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	5711 Postage
<b>Description</b>	Postage See PI 2

## Strategy/Activity 2

PI 2

Provide opportunities for parents to engage in training related to topics that are important to parents during this time of distance learning as well as when students return to campus on a full time basis. Funds may be used to pay for outside speakers to provide training for parent.

## Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

## Timeline

August 02, 2021 through June 3, 2022

## Person(s) Responsible

Principal, vice-principal, clerical staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6292
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	5800 Prof and Operating/Consultants

**Description**

Presenters from outside of Lodi USD.

**Strategy/Activity 3**

PI 3

Teachers will attend parent conferences, SST's for students or provide coverage for other teachers to attend.

**Students to be Served by this Strategy/Activity**

All students enrolled at McNair High School.

**Timeline**

August 02, 2021 through June 3, 2022

**Person(s) Responsible**

All staff.

**Proposed Expenditures for this Strategy/Activity**

**Source**

LCFF

**Description**

Teachers

**Strategy/Activity 4**

PI 4

There will additional support from the clerical staff to assist with communication between home and school. This will include the maintenance of the School's website and the creation of newsletters.

**Students to be Served by this Strategy/Activity**

All students enrolled at McNair High School.

**Timeline**

August 02, 2021 through June 3, 2022

**Person(s) Responsible**

Clerical Staff

**Proposed Expenditures for this Strategy/Activity**

**Amount**

1001

**Source**

Title I: Parent Involvement

**Budget Reference**

2420 Clerical Temp

**Description**

Timecards

**Source**

Title I: Parent Involvement

**Budget Reference**

2920 Other Class Temp

**Description**

Timecards

**Strategy/Activity 5**

PI 5

McNair High School will utilize Community Liaison Assistants to assist with communication between the school and the home. This may include parent meetings and home visits beyond the normal work day.

**Students to be Served by this Strategy/Activity**

All students enrolled at McNair High School, however the main focus will be on students who appear on the influence report provided by the Assessment Research and Evaluation Department.

**Timeline**

August 02, 2021 through June 3, 2022

**Person(s) Responsible**

Clerical Staff

**Proposed Expenditures for this Strategy/Activity**

**Amount**

1000

**Source**

Title I: Parent Involvement

**Budget Reference**

2120 Para Temp

**Description**

Timecards

**Strategy/Activity 6**

PI 6

Provide opportunities for teachers, counselors and other staff to emphasize the importance of parent involvement in school. This may include trainings and conferences provided by outside organizations

**Students to be Served by this Strategy/Activity**

All students enrolled at McNair High School.

**Timeline**

August 02, 2021 through June 3, 2022

**Person(s) Responsible**

Principal, Vice-principal

**Proposed Expenditures for this Strategy/Activity**

**Source**

LCFF

**Description**

Parent oportunities

**Strategy/Activity 7**

PI 7

Use Title 1 parent involvement money to provide to refreshments at parent meetings

### Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Principal, Vice-Principal and Counselors

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4325 Food For Meetings
<b>Description</b>	Refreshments

### Strategy/Activity 8

PI 8

Provide resources for parents to access through McNair's library. Resources may include, but will not be limited to books, both electronic and hard copy, along with computer terminals that will be accessible to parents who visit McNair's library. The terminal will allow parents who may not have internet access to access resources that will allow them to assist their students.

### Students to be Served by this Strategy/Activity

All students at McNair High School

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

McNair Librarian, Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4200 Books
<b>Description</b>	Books, both electronic and hard copy that will serve as parent resources.
<b>Amount</b>	5000
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4475 Technology (\$500-\$9,999)

**Description**

Computers for Parent Resource Library

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Professional Development

### Goal Statement

Professional Development: Teachers, counselors and administrators at McNair High School will engage in professional development activities that include but will not be limited to activities that focus on Response To Intervention (RTI), Professional Learning Communities (PLC) , Leadership, Special Education and other professional development activities provided by the district and the county office of education. Teachers, including English/Language Arts Teachers, Math Teachers, Social Science Teachers and Science Teachers and will be provided with release time and/or paid at the adjunct rate to work beyond their contract time for the purpose of creating and refining common assessments and analyzing data for the purpose of driving future instruction.

### LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

### Basis for this Goal

- Recommendations from WASC visiting committee that included the importance of common assessments in core subject areas and the importance of teacher collaboration time.
- The percentage of students who fail classes, particularly English/Language Arts Classes continues to be very high.
- The continuing focus on Response To Intervention for the purpose of providing students with targeted intervention within the school day

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The number of teachers who attend conferences, or other professional development activities away from the school site.	Accurate records were not available regarding professional development during the 2020-2021 school year. Many teachers, counselors and administrators attended professional development activities however most were related to providing instruction during distance learning and was not paid for using Title 1 funds.	During the 2021-2022 school year 60 % of the teaching staff and 100% of the administrative staff will attend professional development activities. Due to the COVID-19 pandemic, most, if not all professional development will be virtual. The focus will be on teaching in a digital or hybrid setting.

### Planned Strategies/Activities

#### Strategy/Activity 1

PD 1



All teachers will have weekly collaboration time for 1 hour each week. Activities will include developing common assessments and analyzing the data of the assessment for the purpose of driving future instruction.

### Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

All teachers, vice-principal, and principal

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Weekly Collaboration Time

## Strategy/Activity 2

PD 2

Provided opportunities for teachers and administrators to attend conferences focused on a variety of topics, including technology, student engagement and Response To Intervention (RTI). An area for focus to the 2021-2022 school year is the development and implementation of an RTI program. During the 2021 -2022 school year teachers and administrators will engage in professional development activities that focus on RTI. Teachers and administrators will also research existing RTI programs in an effort to determine what would be most effective for McNair High School. Activities may include, but will not be limited to RTI conferences offered by Solution Tree and conferences offered by the bureau of educational research.

### Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

All teachers, vice-principal, and principal and District technology Staff

### Proposed Expenditures for this Strategy/Activity

Amount

33847

Source

Title I

Budget Reference

5220 Conference

Description

Conferences

## Strategy/Activity 3

PD 3

Provide release time and/or pay teachers at the adjunct rate to work beyond their contract time to engage in professional development activities that focus on their content area. This may include but will not be limited to departments creating and refining common formative assessments, refining the new Social Science curriculum and creating digital content for students.

### **Students to be Served by this Strategy/Activity**

All students enrolled at McNair High School.

### **Timeline**

August 02, 2021 through June 3, 2022

### **Person(s) Responsible**

Principal, Vice-Principal, Teachers

### **Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

Graduation Rate

### Goal Statement

McNair High School will increase the graduation rate to 90%.

### LCAP Goal

2. All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prepare students to be college and career ready.

### Basis for this Goal

School and district graduation data for the 2017-2018 school year. Over graduation data for the 2018-2019 school is not yet available.

Data for credit deficient students, specifically students who have failed core classes and are need of credit recovery.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Graduation Rate	The latest available data indicated that the graduation rate for 2020 was 83.6%. Data for 2021 is not currently available.	The graduation rate will increase by 6.4% to 90%

### Planned Strategies/Activities

#### Strategy/Activity 1

G1

Counselors will regularly meet with students and parents in an effort to ensure that all effected parties are aware of the students' progress toward graduation

#### Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

#### Timeline

August 02, 2021 through June 3, 2022

#### Person(s) Responsible

Counselors,principal, vice-principal

## Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Counselors

## Strategy/Activity 2

G2

Counselors will identify students in need of extra support and identify programs that may be of benefit to the students. Programs may include courses designed to support students who struggle in math, after school tutoring and/or study hall, Response to Intervention (RTI) programs within different subject areas and credit recovery programs.

## Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

## Timeline

August 02, 2021 through June 3, 2022

## Person(s) Responsible

Counselors, principal, vice-principal

## Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Counselors

## Strategy/Activity 3

G3

Credit recovery options will available to students after school and within the school day. Credit recovery options will include but will not be limited to LUSD's credit recovery program, LUSD's independent study program, the ability of students to recover credits within the school day.

## Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

## Timeline

August 02, 2021 through June 3, 2022

## Person(s) Responsible

Counselors, principal, vice-principal, teachers

## Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Funded

Independent Study Program

### Strategy/Activity 4

G4  
The principal, vice-principal, counselors and career center technician will plan graduation activities, including but not limited to student and parent informational meetings over the course of the 2019/2020 school year. Students and parents will be made aware of scholarships, financial aid and vocation opportunities .

#### Students to be Served by this Strategy/Activity

All students enrolled at McNair High School

#### Timeline

August 02, 2021 through June 3, 2022

#### Person(s) Responsible

Counselors,principal, vice-principal, career center technician

#### Proposed Expenditures for this Strategy/Activity

Amount	1050
Source	Title I
Budget Reference	2420 Clerical Temp
Description	Timecards

### Strategy/Activity 5

G5  
Develop and implement a Response To Intervention (RTI) program in Social Science and World Language and other subjects in an effort to assist students with fulfilling the requirements for graduation. RTI plans will vary between subject areas. Teachers at McNair High School are in the early phases of development. World Language Teachers identify students who are struggling and require them to go to a a different classroom for approximately one hour per week to receive targeted intervention. World Geography teachers have developed a similar program. McNair's RTI program is part of the district's MTSS initiative. The RTI program provides tier two interventions for students in need.

#### Students to be Served by this Strategy/Activity

Students enrolled in Social Science and World Language classes at McNair High School.

#### Timeline

August 02, 2021 through June 3, 2022

#### Person(s) Responsible

Principal, Social Science Teachers, World Language Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount	9600
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<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Timecards
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Substitutes

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

.

### Timeline

### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 7

### Subject

College and Career Readiness

### Goal Statement

Increase the number of students who exit McNair High School who are considered college and career ready. This will include the number of students who meet A-G requirements for entrance into a UC or CSU, the number of students who complete Career and Technical Education programs and the number of students who are accepted to community college, a four year college, a trade or technical school or other post-secondary program along with students who join the military . The percentage of students who meet the A-G requirements will increase by 7% to 45%. Baseline data will be collected for the other areas mentioned above.

### LCAP Goal

2. All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prepare students to be college and career ready.

### Basis for this Goal

Percentage of students who met the A-G requirements during the 2020-2021 school year was 29%.

The percentage of students from the class of 2021 reported their post high school plans is as follows.

Four-Year College/University .....	20%
Community College.....	20%
Trade Schools.....	1%
Military.....	5%
Did Not State.....	54%

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The number of students who graduate from McNair High School meeting the A-G requirements for graduation.	The percentage of students who met the A-G requirements was 29% .	The percentage of students who meet the A-G requirements will increase by 6% to 35% from the 2020-2021 total. .
The number of students who are college a and career ready according to the California Dashboard	Due to the COVID-19 pandemic, there was no data available regarding college and career readiness from the California Dashboard. The data from the 2019 California Dashboard indicated that 45% of student were College and Career ready.	45% of graduates will be College and Career ready according to the California Dashboard

### Planned Strategies/Activities

## Strategy/Activity 1

C & C 1

McNair High School will provide an AVID program in which qualified students are enrolled into an AVID class while being enrolled in other the classes that exposed students to a rigorous, standards based curriculum

### Students to be Served by this Strategy/Activity

Students enrolled in AVID classes at McNair High School.

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Site AVID Coordinator, AVID Teachers

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

AVID Program

## Strategy/Activity 2

C & C 2

AVID teachers will be provided with release time and/or adjunct pay for the purpose of planning and refining instruction. The AVID site coordinator will be provided with additional release time in order to observe the AVID teachers at McNair High School and articulate with AVID teachers from feeder programs.

### Students to be Served by this Strategy/Activity

Students enrolled in AVID classes at McNair High School.

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Site AVID Coordinator, AVID Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

6001

Source

Title I

Budget Reference

1120 Teacher Temp

Description

Timecards

Amount

1960

Source

Title I

Budget Reference

1150 Teacher Sub



**Description**

Substitutes

**Strategy/Activity 3**

C & C 3

Students enrolled in AVID Classes will have the opportunity to explore college and career options of the course of the 2017/2018 school year.

**Students to be Served by this Strategy/Activity**

Students enrolled in AVID classes at McNair High School.

**Timeline**

August 02, 2021 through June 3, 2022

**Person(s) Responsible**

Site AVID Coordinator, AVID Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Source</b>	Title I
<b>Budget Reference</b>	5872 Field Trips
<b>Description</b>	Study Trips

**Strategy/Activity 4**

C & C 4

All ninth-grade students will be enrolled Seminar 101. Seminar 101 is a class designed to provide ninth grade students with organizational skills necessary for success in high school as well as information regarding college and career options. Seminar 101 teachers will be provided with release time or adjunct pay for the purpose of planning instruction and analyzing data.

**Students to be Served by this Strategy/Activity**

Ninth grade students enrolled at McNair who are not part of the AVID program.

**Timeline**

August 02, 2021 through June 3, 2022

**Person(s) Responsible**

Seminar 101 Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	6001
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Timecards

## Strategy/Activity 5

C & C 5

Provide opportunities for AVID Teachers, along with administrators to attend conferences that focus on AVID. This may include but will not be limited to the AVID summer institute and other AVID conferences.

### Students to be Served by this Strategy/Activity

All students enrolled in AVID classes at McNair High School/

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Principal, Vice-Principal, AVID Teachers

### Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	5220 Conference
Description	Conferences

## Strategy/Activity 6

C & C 6

McNair High School will provide support for parents so that they can support their students in their efforts to develop a plan for life after high school. This may include but will not be limited to parent information nights regarding financial aid, parent support for Naveance (A college and Career Readiness Program) and information for parents regarding other post-secondary programs.

### Students to be Served by this Strategy/Activity

All students enrolled at McNair High School

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Principal, Vice-Principal, Counselors

### Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	Counselors Seminar 101 Classes

## Strategy/Activity 7

C&C 7

Provide supplemental materials for ninth grade students enrolled in Seminar 101 classes.

### Students to be Served by this Strategy/Activity

All ninth grade students enrolled in Seminar 101

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Principal, Counselors, Seminar 101 Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 8

C&C 8

Provide supplemental resources for classes that focus on and/or promote college and career readiness for students at McNair High School. This will include, but will not be limited to the purchase of supplemental materials for science classes to promote STEM projects, the purchase of technology, including document cameras and printers for special education classes and the purchase of supplementary materials for the Visual and Performing Arts department. Additional Promethean Panels may be purchased for classrooms that do not have them.

### Students to be Served by this Strategy/Activity

All Students Enrolled at McNair High School

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Principal.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	32159
<b>Source</b>	Title I
<b>Budget Reference</b>	4475 Technology (\$500-\$9,999)
<b>Description</b>	Supplemental Technology

### Strategy/Activity 9

Provide supplemental funding for McNair's counseling staff to work beyond contracted time for the purpose of providing support to McNair students who are completing college applications.

### Students to be Served by this Strategy/Activity

All seniors at McNair High School.

### Timeline

October 19, 2021 through December 1, 2021

**Person(s) Responsible**

McNair's Counseling Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	7,500
<b>Source</b>	Title I
<b>Budget Reference</b>	1920 Other Cert Temp
<b>Description</b>	Timecards

# Goals, Strategies, & Proposed Expenditures

## Goal 8

### Subject

Promote a Positive School Climate

### Goal Statement

McNair High School will promote a positive school climate that provides a safe learning environment for all students. This will include supporting McNair's Positive Behavior Intervention and Supports (PBIS) Initiative and various interventions on campus throughout the 2019-2020 school year.

### LCAP Goal

3. LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.

### Basis for this Goal

District and LCAP goal to provide a positive school climate for all students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rates, including Tardies	Due to the COVID-19 Pandemic students were on distance learning from March of 2020 through April of 2021. Many students to remain on distance learning once students were able to return for in person instruction. Consequently, tardy and attendance data for the 2020-2021 school year is almost non existent and would not serve a legitimate baseline. Attendance and tardy data from the 2021-2022 school year will be used as a baseline	Due to the COVID-19 Pandemic students were on distance learning from March of 2020 through April of 2021. Many students to remain on distance learning once students were able to return for in person instruction. Consequently, tardy and attendance data for the 2020-2021 school year is almost non existent and would not serve a legitimate baseline. Attendance and tardy data from the 2021-2022 school year will be used as a baseline
Suspension and Expulsion Rates	Due to the COVID-19 Pandemic students were on distance learning from March of 2020 through April of 2021. Many students to remain on distance learning once students were able to return for in person instruction. Consequently, discipline data for the 2020-2021 school year is almost non existent and would not serve a legitimate baseline. Discipline data from the 2021-2022 school year will be used as a baseline	Due to the COVID-19 Pandemic students were on distance learning from March of 2020 through April of 2021. Many students to remain on distance learning once students were able to return for in person instruction. Consequently, discipline data for the 2020-2021 school year is almost non existent and would not serve a legitimate baseline. Discipline data from the 2021-2022 school year will be used as a baseline

Metric/Indicator	Baseline	Expected Outcome
Number of students who participate intervention programs during the 2019-2020 school year	Due to the COVID-19 Pandemic students were on distance learning from March of 2020 through April of 2021. Many students to remain on distance learning once students were able to return for in person instruction. Consequently, there were very limited intervention opportunities. Data regarding intervention for the 2021-2022 will serve as as baseline.	Due to the COVID-19 Pandemic students were on distance learning from March of 2020 through April of 2021. Many students to remain on distance learning once students were able to return for in person instruction. Consequently, there were very limited intervention opportunities. Data regarding intervention for the 2021-2022 will serve as as baseline.

## Planned Strategies/Activities

### Strategy/Activity 10

Provide additional funding for the Community Liaison Assistant to do home visits and attend school wide events that occur after their contract time.

#### Students to be Served by this Strategy/Activity

All students enrolled at McNair High School with a focus on student who do not respond to tier 1 and tier 2 interventions provided through PBIS as well students identified on the influence report provided by the Assessment Research and Evaluation Department.

#### Timeline

August 02, 2021 through June 3, 2022

#### Person(s) Responsible

Principal, Community Liaison Assistant

#### Proposed Expenditures for this Strategy/Activity

Amount	1050
Source	Title I
Budget Reference	2200 Class Support Temp
Description	Provide funding for classified staff to to provide additional supports to students beyond his contracted day. This includes additional funding for McNair's Community Liaison Assistant to conduct home visits and additional funding for other classified staff to provide supplemental support for various programs on campus. .

### Strategy/Activity 11

Purchase Ripple Effects Software

#### Students to be Served by this Strategy/Activity

Students who are referred to McNair High School's On Campus Intervention program for disciplinary reasons and students who are in need of Tier 2 and Tier 3 interventions according to McNair's PBIS model.

#### Timeline

August 02, 2021 through June 3, 2022

**Person(s) Responsible**

Assistant Principals, On Campus Intervention Teacher

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1050
<b>Source</b>	Title I
<b>Budget Reference</b>	5875 Technology Licenses
<b>Description</b>	Ripple Effects Social Emotional Learning Software

# Goals, Strategies, & Proposed Expenditures

## Goal 9

### Subject

Additional Targeted Support and Improvement (ATSI)

### Goal Statement

McNair High School will improve on one or more indicators for Students with Disabilities from red to orange or from orange to yellow according to the California Department of Education Dashboard for the 2019-2020 school year. McNair's administrative team and teachers will be given opportunities to collaborate and analyze data in each of the indicators. Based upon the needs, McNair High School will provide training and professional development activities for administrators, teachers and other school staff in an effort to increase their knowledge and provide targeted support and intervention to students with disabilities.

### LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standards. (Compensatory Education: 18)

### Basis for this Goal

CDE Dashboard data from the 2018-2019 school year that indicates that Students with Disabilities at McNair are either in the red or the orange for each indicator.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate 2018-2019	Suspension Rate 2018-2019	Suspension Rate 2021-2022
Graduation Rate 2019-2019	Red	Orange
College and Career 2018-2019	Graduation Rate 2019-2019	Graduation Rate 2021-2022
English Language Arts 2018-2019	Red	Orange
Mathematics 2018-2019	College and Career 2018-2019	College and Career 2021-2022
	Red	Orange
	English Language Arts 2018-2019	English Language Arts 2021-2022
	Red	Orange
	Mathematics 2018-2019	Mathematics 2021-2022
	Orange	Yellow

### Planned Strategies/Activities

#### Strategy/Activity 1

ATSI 1

Provide opportunities for teachers, administrators and counselors to attend professional development activities focused on building a professional learning community (PLC) Response To Intervention (RTI), assessments, special education or other topics will help with overall school improvement.

#### Students to be Served by this Strategy/Activity



Students with Special Needs

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

**Source**

Title I

**Budget Reference**

5220 Conference

**Description**

See Professional Development Action Number 4

### Strategy/Activity 2

Provide release time and/or pay at the adjunct rate for Teachers to work beyond their contract time to develop and refine curriculum, create common formative assessments, analyze data and plan targeted intervention. The data collected from the assessments will be used along with benchmark and grade data to plan future instruction. Teachers will also use release time and/or be paid at the adjunct rate to meet with McNair's feeder middle schools in an effort to ensure that incoming ninth graders are properly placed and are provided with the appropriate level of support.

### Students to be Served by this Strategy/Activity

Students with Disabilities

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Principal, Teacher

### Proposed Expenditures for this Strategy/Activity

**Source**

Title I

**Budget Reference**

1120 Teacher Temp

**Description**

See ELA Action Number 7, Math Action Number 3, Professional Development Action Number 3, College and Career Readiness Action Number 2

**Source**

Title I

**Budget Reference**

1150 Teacher Sub

**Description**

See ELA Action Number 7, Math Action Number 3, Professional Development Action Number 3, College and Career Readiness Action Number 2

### Strategy/Activity 3

ATSI 3

All students will be exposed to a rigorous standard based curriculum approved by the state in English Language Arts and Mathematics.

### Students to be Served by this Strategy/Activity

Students with Disabilities

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

#### Source

LCFF

#### Description

District Approved Curriculum

### Strategy/Activity 4

ATSI 4

All students, including Students with Disabilities will have the opportunity to attend after school tutoring and receive extra help through McNair's after school program.

### Students to be Served by this Strategy/Activity

Students with Disabilities

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Principal, After School program Teachers

### Proposed Expenditures for this Strategy/Activity

#### Source

LCFF

#### Description

After School Program

### Strategy/Activity 5

ATSI 5

All students, including Students with Disabilities will be provided books, supplies, materials, practice materials, and classified support to promote the core curriculum and greater learning and achievement by all students on the CASSPP assessments.

### Students to be Served by this Strategy/Activity

Students with Disabilities

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Principal, Vice-Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Approved Curriculum

### Strategy/Activity 6

ATSI 6

Provide additional mental health services for students identified through McNair's PBIS program. This includes Students with Disabilities.

### Students to be Served by this Strategy/Activity

Students with Disabilities

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Principal, Assistant Principals, Counselors

### Proposed Expenditures for this Strategy/Activity

Source

Title I

Budget Reference

5800 Prof and Operating/Consultants

Description

See Positive School Climate Action Number 5

### Strategy/Activity 7

ATSI 7

Provide targeted intervention for credit recovery for all students, including Students with Disabilities in the areas of English Language Arts and Social Science.

### Students to be Served by this Strategy/Activity

### Timeline

August 02, 2021 through June 3, 2022

### Person(s) Responsible

Principal, Vice Principal, Counselors

### Proposed Expenditures for this Strategy/Activity

Source

Title I

Description

See Graduation Goal, Action Number 6

# Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	178,031.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	157738	0.00
Title I: Parent Involvement	20293	0.00

# Expenditures by Funding Source

Funding Source	Amount
Title I	157,738.00
Title I: Parent Involvement	20,293.00

## Preliminary Plan

## Final Plan

	09/30/2021 12:00 am		02/18/2021 12:00 am
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	09/30/2021 12:00 am		09/30/2021 11:30 am
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	11/01/2021 02:45 pm		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>

# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
1120 Teacher Temp	Title I	31,102.00
1150 Teacher Sub	Title I	7,480.00
1920 Other Cert Temp	Title I	7,500.00
2200 Class Support Temp	Title I	1,050.00
2420 Clerical Temp	Title I	1,050.00
4200 Books	Title I	7,500.00
4375 Technology (under \$500)	Title I	5,000.00
4475 Technology (\$500-\$9,999)	Title I	42,159.00
5220 Conference	Title I	33,847.00
5875 Technology Licenses	Title I	21,050.00
2120 Para Temp	Title I: Parent Involvement	1,000.00
2420 Clerical Temp	Title I: Parent Involvement	1,001.00
4200 Books	Title I: Parent Involvement	5,000.00
4325 Food For Meetings	Title I: Parent Involvement	1,000.00
4475 Technology (\$500-\$9,999)	Title I: Parent Involvement	5,000.00
5711 Postage	Title I: Parent Involvement	300.00
5715 Print Shop	Title I: Parent Involvement	700.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	6,292.00

# FORM D: 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
- 12 Total

Name of Members	Role
Mark J. Dawson	Principal
Martha Yates	Classroom Teacher
Michael Gould	Classroom Teacher
Randall Waters	Classroom Teacher
Gigi Mandujan	Classroom Teacher
Gabriella Nunez	Other School Staff
Amy Mezey	Parent or Community Member
Mary Pedraza	Parent or Community Member
Rosalena Valenzuela	Parent or Community Member
Irene Bali	Secondary Student
Juan Guzman	Secondary Student
Chau Thai	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.

# FORM E: 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**

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 09/30/2021 12:00 am.

Attested:

**Preliminary Plan**

**Final Plan**

09/30/2021 12:00 am

*Principal*

*Date*

*Principal*

*Date*

09/30/2021 12:00 am

*SSC Chairperson*

*Date*

*SSC Chairperson*

*Date*

11/01/2021 02:45 pm

*Program Manager*

*Date*

*Program Manager*

*Date*