



# EAGLES

## McNAIR HIGH

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ronald E. McNair High School	39685850108225	May 14, 2024	June 18, 2024

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in

support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

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

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

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

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# Plan Description

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

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

## Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students will have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices.

## Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

## Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

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

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

- Parents/guardians
- Students
- School faculty and staff
- Community members
- Advisory committees (e.g., English Learner Advisory committee, student advisory groups)

Communication Plan: A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:

- Communication channels (e.g., newsletters, emails, school website, social media)
- Meeting schedules and agendas
- Opportunities for feedback and input

Consultation Meetings: Consultation meetings scheduled to gather input from various stakeholder groups include:

- Parent and community forums

- Student focus groups
- Faculty and staff meetings
- Advisory committee meetings

Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.

Collaborative Planning Sessions: Collaborative planning sessions held with representatives from different stakeholder groups to develop and review the SPSA involve:

- Brainstorming and idea generation
- Goal setting and action planning
- Reviewing progress towards goals from previous years

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:

- School site council
- District administration
- Advisory committees

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:

- Data analysis
- Stakeholder consultation
- Revision of goals and action plans
- Meeting dates include: 08/16/2023, 12/19/2023, 01/23/2024, 01/25/2024 02/20/2024, 04/23/2024, and 05/14/2023.

Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Based upon the California School Dashboard state indicators, Ronald E. McNair High School has been identified for Additional Targeted Support and Improvement (ATSI). The following subgroups, White students and students of Two or More Races, entered ATSI due to meeting the criteria based on the following indicator: Suspension rate (Red), as reported on the 2023 CA Dashboard release. In order to move the performance level on the indicator for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed comprehensively, through a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives and will be implemented as described in the Goals, Strategies/Activities, and Expenditures in this SPSA. Ronald E. McNair High School professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging, and nurturing community.

## Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

Based on the needs assessment, we have identified the following area that needs significant improvement based on a review of the California School Dashboard and local data. McNair has identified the Suspension rate as an area in need of significant improvement. Referring to the Dashboard, we have identified that the “All Students” group performed in the “Red” as reported on the 2023 CA Dashboard.

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

In addition, performance gaps spanning two or more performance levels as reported on the 2023 CA Dashboard were identified for the following student groups: English Learners-Mathematics (Red), African Americans-Mathematics (Red), and Hispanic Students-Mathematics (Red).

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented, as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### **ELA, Mathematics, and Science**

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Ronald E. McNair High School aims to enhance academic instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts, Mathematics, and Science:

- 9-12th grade a-g College Preparatory (CP) (or other a-g English course) English Courses
- 11th grade ELA CAASPP
- 9-12th grade ELA iReady MOY Diagnostic
  
- 9-12th grade a-g College Preparatory (CP) Mathematics Courses
- 11th grade Math CAASPP
- 9-12th grade Math iReady MOY Diagnostic
  
- 9-12th grade a-g College Preparatory (CP) Science Courses
- 11th grade Science CAST

This targeted improvement will contribute to the overall academic growth and success of our students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD 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.

### Identified Need

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

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

- The 2022-2023 9th-12th grade CP (or other a-g Course) English, Math, and Science course enrollment data
- The 2023-2024 9th-12th - iReady MOY ELA Assessment
- The 2023-2024 9th-12th - iReady MOY Math Assessment
- The 2022-2023 11th grade CAASPP ELA Assessment
- The 2022-2023 11th grade CAASPP Math Assessment
- The 2022-2023 11th grade CAST Assessment

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
9th-12th CP English (or other a-g English course) enrollment	<p>During the 2023-2024 school year, % of 9th-12th grade students enrolled in CP English (or other a-g English course).</p> <p>Enrollment Data---87% of McNair students are enrolled in English CP or other a-g English Courses.  English 9 CP or other a-g Grade 9 English Course---85%  English 10 CP or other a-g Grade 10 English Course---89%  English 11 CP or other a-g Grade 11 English Course---83%  English 12 CP or other a-g Grade 12 English Course---93%</p>	<p>During the 2024-2025 school year, % of 9th-12th grade students will enroll in CP English (or other a-g English course).</p> <p>Expected Enrollment Data---At least 90% of McNair students will enroll in English CP or other a-g English Courses.  English 9 CP or other a-g Grade 9 English Course ---90%  English 10 CP or other a-g Grade 10 English Course---90%  English 11 CP or other a-g Grade 11 English Course---90%  English 12 CP or other a-g Grade 12 English Course---95%</p>
9th-12th a-g/CP Mathematics enrollment	During the 2023-2024 school year, 66% of 9th-12th grade students enrolled in a-g/CP Mathematics courses.	During the 2024-2025 school year, 71% of 9th-12th grade students will enroll in a-g/CP Mathematics courses.
9th-12th a-g/CP Science enrollment	During the 2023-2024 school year, 76% of 9th-12th grade students enrolled in a-g/CP Science.	During the 2024-2025 school year, 81% of 9th-12th grade students will enroll in a-g/CP Science courses.
California Dashboard: ELA (11th grade only)	<p>Ronald E. McNair student performance data on the 2023 CA Dashboard:</p> <p>Yellow band  Increased 25.7 points growth towards standard  10.7 points below standard in ELA</p>	<p>Ronald E. McNair students will increase proficiency towards the standard as demonstrated by the 2024 CA Dashboard.</p> <p>Maintain Yellow band  Students will increase a minimum of 5.0 points towards standard.</p>
California Dashboard: Math (11th grade only)	<p>Ronald E. McNair student performance data on the 2023 CA Dashboard:</p> <p>Yellow band  Increased 3.4 points growth towards standard.  111.9 points below standard in Math</p>	<p>Ronald E. McNair students will increase proficiency towards the standard as demonstrated by the 2024 CA Dashboard.</p> <p>Maintain Yellow band  Students will increase a minimum of 5.0 points towards standard.</p>
California Science Test: CAST	During the 2023 school year, 20% of 11th grade students met or exceeded the standards as reported on the CAST.	During the 2024 school year, 25% of 11th grade students will meet or exceed the standards as reported on the CAST.
9th-12 iReady MOY ELA Assessment	Current data is unavailable. A baseline and outcome will be determined once data is available.	Current data is unavailable. An outcome will be determined once data is available.
9th-12 iReady MOY Math Assessment	Current data is unavailable. A baseline and outcome will be determined once data is available.	Current data is unavailable. An outcome will be determined once data is available.
11th Grade CAASPP English Language Arts	During the 2022-2023 school year, 48% of 11th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 53% of 11th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.



11th Grade CAASPP Mathematics	During the 2022-2023 school year, 18% of 11th grade students met or exceeded standards on CAASPP/SBAC Assessments in Math.	During the 2023-2024 school year, 23% of 11th grade students will meet or exceed standards on CAASPP/SBAC Assessments in Math.
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## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time and/or pay at the adjunct rate for teachers to: Analyze universal screeners and state and local data Collaborate, plan, and respond with best practices Collaborate with feeder schools Includes specialists such as speech therapists, resource specialists, intervention teachers, and counselors---tiered approach while considering the whole child.</p>	All students enrolled at McNair High School	4,360 Title I 1150 Teacher Sub Teacher Substitutes 1,089 Title I 3000 Benefits Substitute Benefits 8,818 Title I 1120 Teacher Temp Teacher Timecards 2,203 Title I 3000 Benefits Teacher Benefits
1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions. Licenses may include, but will not be limited to Digital Theater, No Red Ink, and Edulastic. This may also include zspace technology.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All 9-12 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction. Supplies may also include, but will not be limited to Planners.</p>	All students enrolled at McNair High School	31,000 Title I 5875 Technology Licenses Licenses 17,000 Title I 4475 Technology (\$500-\$9,999) Supplemental Technology 1,000 Title I 4300 Materials Supplemental Materials
1.3	Students will have access to after school instructional support/tutoring.	All students enrolled at McNair High School	4,409 Title I 1120 Teacher Temp Teacher Timecards 1,101 Title I 3000 Benefits Teacher Benefits
1.4	<p>Purchase supplemental library materials to support literacy, research, college &amp; career goals:</p> <p>Classroom libraries</p>	All students enrolled at McNair High School	3,893 Title I 4200 Books

	School library enhancement Digital & physical copies		Supplemental Materials for Library
1.5	Provide teacher release time and/or adjunct rate during non-contracted time for the following allowable activities:  Curriculum refinement MTSS collaboration Create formative assessments Collaborate with McNair feeder middle schools	All students enrolled at McNair High School	0 Title I 1150 Teacher Sub See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1 0 Title I 1120 Teacher Temp See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1
1.6	Technology and Equipment Supporting Core Instruction:  Technology and equipment to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects.  Technology and Equipment may include, but will not be limited to Promethean Boards, Supplemental Math Equipment, and Science Lab Equipment.	All students enrolled at McNair High School	20,000 Title I 4475 Technology (\$500-\$9,999) Promethean Boards 5,000 Title I 4400 Equipment (\$500-\$9,999) Supplemental Equipment

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grade Data	Grade Data: English 9 CP- 80% Passage Rate English 10 CP- 80% Passage Rate English 11 CP- 80% Passage Rate English 12 CP- 80% Passage Rate	Grade Data: For English 9-12 CP and other CP English classes English 9 CP- 81% Passage Rate English 10 CP- 77% Passage Rate English 11 CP- 83% Passage Rate English 12 CP- 94% Passage Rate
CAASPP Data	CAASPP Data: Students who meet or exceed the standards on the CAASPP is expected to move from 41.15% to 51.15%.	Students who met or exceeded the standards on the CAASPP moved from 41.15% to 48.16%
i-Ready Data	i-Ready Data: Expected outcomes will be determined once completed i-Ready	Current data was unavailable. A baseline and outcome were not determined.

**Metric/Indicator****Expected Outcomes****Actual Outcomes**

Data for the 2022-2023 school year is available.

## Analysis

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

### ELA 1

During the 2023-2024 school year, all students were exposed to a rigorous standards based curriculum approved by the state. McNair English/Language Arts teachers continued to use StudySync, and they continued to develop common assessments to supplement the existing assessments provided.

### ELA 2

During the 2023-2024 school year, all students continued to have access to after school tutoring via McNair's After School Program.

### ELA 3

During the 2023-2024 school year, all students had daily access to the Library/Media Center during the school day, and they had access to the Library/Media Center at least three days a week before and after school. A Library Technician (Assistant) was employed to assist students.

### ELA 4

During the 2023-2024 school year, all core curriculum was provided to students enrolled in English/Language Arts classes during the school year. This included StudySync, as well as supplemental materials.

### ELA 5

During the 2023-2024 school year, English/Language Arts teachers were provided with release time and/or pay at the adjunct rate to work beyond their contract hours. This time was to be used for developing and refining common assessments for each grade level, as well as to analyze English/Language Arts data. Due to various reasons, including an ongoing substitute shortage, the release time and/or adjunct pay was not utilized, nor did teachers go to feeder middle schools as planned, though they worked with staff to insure the proper placement of incoming students.

### ELA 6

During the 2023-2024 school year, supplemental materials were provided for the Library/Media Center. The McNair Librarian worked with staff to determine materials needed. Materials included both fiction and non-fiction books in both electronic and physical copies.

### ELA 7

During the 2023-2024 school year, Digital Theater was purchased.

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

The major difference between the intended implementation and/or budgeted expenditures was the lack of use of the release time/adjunct pay, as budgeted in ELA 5. Due to various reasons, including an ongoing substitute shortage, this strategy/activity was not implemented as planned.

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.

For the 2024-2025 school year, this goal will now include the content areas of Mathematics, as well as Science, in addition to English/Language Arts.

The annual outcomes and metrics will also include the percentage of students enrolled in a-g/CP English, Mathematics, and Science courses, ELA and Mathematics Dashboard Data (11th grade only), and CAASPP score percentages for ELA, Math, and Science (CAST). The goal for the percentage of students enrolled in a-g/CP English courses will be 90%. The goal for the percentage of students enrolled in a-g/CP Mathematics courses is 72%, and the goal for the percentage of students enrolled in a-g/CP Science courses is 80%.

The goal is that students will increase proficiency towards the standard in ELA and Math as demonstrated by the 2024 CA Dashboard by 5.0 points. The goal is that 53% of 11th grade students will meet or exceed standards on

CAASPP/SBAC Assessments in ELA, and that 23% of 11th grade students will meet or exceed standards on CAASPP/SBAC Assessments in Math. There is also a goal that 25% of 11th grade students will meet or exceed the standards as reported on the CAST.

LCFF funded activities and strategies will be removed from activities and strategies, and a new activity/strategy including MTSS Data Conferences and Analysis will be added.

The English Language Arts, Math, and Science Departments will continue to develop and refine common curriculum and assessments, and they will continue to analyze the data from those assessments for the purpose of providing targeted intervention and informing future instruction. These efforts will support the overall district effort to provide a Multitiered System of Support for all students.

These changes can be found as part of the ELA, Mathematics, and Science goal in the SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### College & Career and Graduation

By March 31, 2025, with an implementation of Multi-Tiered System of Support (MTSS), Ronald E. McNair High School will show a 5% increase in proficiency on the following common diagnostic measures:

- 2024 Graduation Rate
- a-g Requirements Met
- College & Career Readiness-CA Dashboard

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD 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.

### Identified Need

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

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

- 2023 Graduation Rate
- 2023 a-g Requirements Met
- 2023 College & Career Readiness-CA Dashboard

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Graduation Rate	The graduation rate for the ALL-student group as reported on the 2023 CA Dashboard report was 86.8%.  The performance color for the ALL-student group is Yellow.	The ALL student group graduation rate will increase by 5% as reported on the 2024 CA Dashboard.  The performance color for the ALL-student group will move from Yellow to Green.
Percentage of McNair 12th grade students who have met a-g Requirements	The percentage of McNair 12th grade students who have met a-g requirements is 30.2%.	The percentage of McNair 12th grade students who meet a-g requirements will increase by 5%.
CA Dashboard: College/Career Readiness	27.2% of McNair students placed in the "Prepared" level on the College/Career Indicator.  The performance band for the ALL-student group is "Low".	The percentage of McNair students placing in the "Prepared" level on the College/Career Indicator will increase by 6% to 34.2%.  The performance band for the ALL-student group will move to "Medium."

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Counselors will regularly meet with students and parents to enhance collaboration and awareness of students' progress toward graduation requirements.	All students enrolled at McNair High School	0 LCFF Counselors
1.2	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. Programs may include, but are not limited to, after school tutoring and/or study hall, Response to Intervention (RTI) programs within different subject areas, and credit recovery programs.	All students enrolled at McNair High School	0 LCFF Counselors
1.3	Credit recovery options will be available to students after school. Credit recovery options will include, but will not be limited to, LUSD's Credit Recovery and Independent Study Programs.	All students enrolled at McNair High School	0 LCFF District Funded Independent Study Program
1.4	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 2024-2025 school year. Students and parents will be made aware of scholarships, financial aid, and vocation opportunities.	All students enrolled at McNair High School	142 Title I 2420 Clerical Temp Clerical Timecards 57 Title I 3000 Benefits Clerical Benefits
1.5	McNair will develop and implement a Response to Intervention (RTI) in Core Subjects and World Language 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. Teachers identify students who are struggling and require them to go to a different classroom for approximately one hour per week to receive targeted intervention. World Geography and World Language teachers have developed a similar program. This is part of the district's MTSS initiative. The RTI program provides tier two interventions for students in need.	All students enrolled at McNair High School	1763 Title I 1120 Teacher Temp Teacher Timecards 440 Title I 3000 Benefits Teacher Benefits
1.6	AVID teachers will be provided with release time and/or paid at the adjunct rate 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 to articulate with AVID teachers from feeder programs.	All McNair students enrolled in AVID.	0 Title I 1150 Teacher Sub See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1 0 Title I 1120 Teacher Temp

			See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1
1.7	Students enrolled in AVID classes will have the opportunity to explore college and career options over the course of the 2024-2025 school year.	All McNair students enrolled in AVID	6,800 Title I 5872 Field Trips Study Trips
1.8	All 9th grade students will be enrolled in Seminar 101 (except those enrolled in AVID). Seminar 101 is a class designed to provide 9th grade students with the organizational skills necessary for high school success, as well as information regarding college and career options. Seminar 101 teachers will be provided with release time and/or paid at the adjunct rate for the purpose of planning instruction and analyzing data.	9th Grade Students enrolled at McNair High School	0 Title I 1150 Teacher Sub See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1 0 Title I 1120 Teacher Temp See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1
1.9	McNair High School will develop a Data Team that will focus on creating a school-wide system for gathering and analyzing disaggregated data. The team will focus on college and career readiness indicator data to create a system that will minimize disparities in academic achievement for access to a-g coursework. The Data Team will be provided release time and/or pay at the adjunct rate for the purpose of gathering and analyzing data.	All students enrolled at McNair High School	0 Title I 1150 Teacher Sub See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1 0 Title I 1120 Teacher Temp See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1
1.10	McNair High School will provide supplemental funding for McNair's Counselors to work beyond contract time for the purpose of providing support to McNair students who are completing college applications. Supplemental funding will also be provided for Counselors to present to and articulate with feeder schools to increase a-g and graduation awareness.	All students enrolled at McNair High School	881 Title I 1920 Other Cert Temp Counselor Timecards 219 Title I 3000 Benefits Counselor Benefits

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

**Annual Measurable Outcomes**

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grade Data	Integrated Math 1 Grades - 75% Pass with a D or better High School Math Grades- 75% Pass with a D or better High School Math A Grades- 75% Pass with a D or better High School Math B Grades- 75% Pass with a D or better	Integrated Math 1 Grades - 82% Passed with a D or better High School Math Grades- 66% Passed with a D or better High School Math A Grades- 76% Passed with a D or better High School Math B Grades- 79% Passed with a D or better
CAASPP Data	CAASPP Data: Students who meet or exceed the standards on the CAASPP is expected to move from 16.51% to 26.51%.	CAASPP Data: Students who met or exceed the standards on the CAASPP moved from 16.51% to 17.94%.
i-Ready Data	iReady Data: Expected outcome will be determined once complete i-Ready data for the 2022-2023 school year is available.  Current data is unavailable. A baseline and outcome will be determined once data is available.	Current data is unavailable. An outcome will be determined once data is available.

**Analysis**

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

**Math 1**  
 During the 2023-2024 school year, all students were exposed to a rigorous standards based curriculum approved by the state.

**Math 2**  
 During the 2023-2024 school year, all students continued to have access to after school tutoring via McNair's After School Program. Tutoring was provided by Math teachers in the classroom, as well as in the Library.

**Math 3**  
 During the 2023-2024 school year, Math teachers were provided with release time and/or pay at the adjunct rate to work beyond their contract hours. This time was to be used for identifying and refining the essential standards, developing and refining common assessments, as well as analyzing Math data. Due to various reasons, including an ongoing substitute shortage, the release time and/or adjunct pay was not utilized, nor did teachers go to feeder middle schools as planned, though they worked with staff to insure the proper placement of incoming students.

**Math 4**  
 During the 2023-2024 school year, all core curriculum was provided to students enrolled in Math classes during the school year. This included the core curriculum, as well as supplemental materials.

**Math 5**  
 During the 2023-2024 school year, students enrolled in High School Math classes were to be given weekly, standards based assessments. However, due to teaching schedules, students were not provided the weekly one-hour targeted intervention/enrichment activity as described in this strategy/activity.

**Math 6**



During the 2023-2024 school year, Edulastic was purchased and used by teachers in the Math department.

Math 7

During the 2023-2024 school year, supplemental materials were purchased for Math classes.

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

The major difference between the intended implementation and/or budgeted expenditures was the lack of use of the release time/adjunct pay, as budgeted in Math 3. Due to various reasons, including an ongoing substitute shortage, this strategy/activity was not implemented as planned. Additionally, Math 5 was not implemented as planned due to staff schedules.

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.

This goal will become a College & Career and Graduation goal for the 2024-2025 school year. The Math goal that previously was Goal #2 is now combined with English Language Arts and Science in Goal #1 of the 2024-2025 SPSA.

The new metrics for this goal will be CA Dashboard Graduation Rate, the percentage of McNair 12th grade students who have met a-g Requirements, and the CA Dashboard College/Career Readiness.

The new goals will be that graduation rate will increase by 5% as reported on the 2024 CA Dashboard, and the performance color will move from Yellow to Green. Additionally, the percentage of McNair students placing in the "Prepared" level on the College/Career Indicator will increase by 6% to 34.2%, and the performance band for the ALL-student group will move to "Medium." There is also the goal that the percentage of McNair 12th grade students who are College & Career Ready will increase by 5%.

Some LCFF funded activities and strategies will be removed from this goal, and some AVID activities/strategies will be added.

These changes can be found as part of the College & Career and Graduation goal in the SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### English Language Learners

By March 31, 2025, with an implementation of Multi-Tiered System of Support (MTSS), McNair High School's English Learners will show a 5% increase in progress toward English proficiency, as measured by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready.

### Identified Need

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

This goal is based on disaggregated data from the following for our English Learners: 2022 English Learner Progress Indicator (ELPI) reported by the California Dashboard.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator reported by the California Dashboard	40.7% of McNair English Language Learners are making progress towards English Language Proficiency as reported on the 2023 CA Dashboard.	Ronald E. McNair will increase the percentage of English Language Learners making progress toward English Language Proficiency by 4.3% to 45%, as reported on the 2024 CA Dashboard.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All ELL students will be exposed to a rigorous standards-based curriculum approved by the state.	English Language Learners enrolled at McNair High School	0 LCFF District Approved Curriculum
1.2	All ELL students will have access to after school tutoring.	English Language Learners enrolled at McNair High School	0 LCFF After School Program

1.3	All ELL students will have access to the Library/Media Center. McNair High School will employ a Library Technician (Assistant) to assist students.	English Language Learners enrolled at McNair High School	0 LCFF  Library Technician
1.4	<p>All ELL teachers will develop and revise common tests, and quizzes. Teachers will use and analyze data from multiple sources to drive future instruction. Teachers will be given release time and/or paid at the adjunct rate to work beyond their contract time.</p> <p>All teachers, including teachers who teach English Learners, will work to develop a program to identify struggling students early and provide effective, targeted intervention. Teachers will be given release time and/or paid at the adjunct rate to work beyond their contract time.</p> <p>Conferences and workshops will also be made available for teachers and staff focusing on English Language Learners.</p>	English Language Learners enrolled at McNair High School	0 Title I 1150 Teacher Sub See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1 0 Title I 1120 Teacher Temp See ELMS1.1 0 Title I 3000 Benefits See EMS 1.1 0 Title I 5220 Conference See PD 1.1
1.5	ELL teachers will use release time and/or be paid at the adjunct rate to meet with McNair's feeder middle schools, to articulate their curriculum, in an effort to ensure that incoming ninth graders are properly placed, are provided with the appropriate level of support, and are provided a smooth transition from the 8th to 9th grade.	English Language Learners enrolled at McNair High School	0 Title I 1150 Teacher Sub See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1 0 Title I 1120 Teacher Temp See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1
1.6	All ELL students will be provided books, supplies, and materials to support the core curriculum and promote greater learning and achievement by all ELL students.	English Language Learners enrolled at McNair High School	0 LCFF  Supplies and Materials
1.7	<b>MTSS Data Conferences and Analysis</b>  Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement Collaborate, plan, and respond with best practices Collaborate with feeder schools Foster collaboration among teachers to develop targeted intervention strategies Tailor instructional practices based on data insights to address diverse student needs Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child	English Language Learners enrolled at McNair High School	0 Title I 1150 Teacher Sub See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1 0 Title I 1120 Teacher Temp See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1

	Use Data Collection Sheets to track individual student progress Evaluate intervention effectiveness and instructional strategies for continuous improvement		
1.8	McNair High School will provide language support for ELL students by utilizing Bilingual Paraeducators. ELL Teachers at McNair will work with District English/Language Arts Coaches to develop strategies to further assist English Language Learners. Community Liaisons will be utilized to keep parents up to date, in their primary language, as to their child's progress.	English Language Learners enrolled at McNair High School	0 LCFF Paraeducators District Coaches Community Liaisons
1.9	District ELD Coach Support Teachers will work with District ELD Coaches to ensure they are using research-based strategies to support their English Language Learners. The Principal will invite the District ELD Coaches to present at staff meetings to support implementation of research-based strategies and allow teachers to collaborate regarding how to best support English Language Learners.	English Language Learners enrolled at McNair High School	0 LCFF District Coaches
1.10			

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Language Learners reclassification to proficient according to the ELPAC.	The percentage of ELL students who will be reclassified is 15%. This will be an increase of 8%.	39 ELL students were reclassified.
English Language Arts CAASPP Data for ELL students	The percentage of ELL students who meet or exceed the standards on the English Language Arts section of the CAASPP will increase to 10%.	McNair ELL students increased 3.6 points on the English Language Arts section of the CAASPP per the CA Dashboard.
Math CAASPP Data for ELL Students	The percentage of ELL students who meet or exceed the standards on the Math section of the CAASPP will increase to 10%.	McNair ELL students decline 3.0 points on the Math section of the CAASPP per the CA Dashboard.
Reading Inventory	The average increase in lexile scores for ELL students enrolled in Reading Intervention classes will be 80 points. This will be a 5.2% increase from the previous year (74.8 points).	The average increase in lexile scores for ELL students enrolled in Reading Intervention classes was 50 points. This was a decrease from the previous year (74.8 points).

Metric/Indicator	Expected Outcomes	Actual Outcomes
i-Ready Data	<p>Expected outcomes will be determined once completed i-Ready Data for the 2022-2023 school year is available.</p> <p>Current data is unavailable. A baseline and outcome will be determined once data is available.</p>	Current data is unavailable. An outcome will be determined once data is available.

## Analysis

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

### ELL 1

During the 2023-2024 school year, all ELL students were exposed to a rigorous standards based curriculum approved by the state. This included the EL Support Portion of Study Sync. This program is designed to support English Language Learners.

### ELL 2

During the 2023-2024 school year, all ELL students had access to after school tutoring via McNair's After School Program. Tutoring was available in individual classrooms and in the Library/Media Center at least three days a week.

### ELL 3

During the 2023-2024 school year, all ELL students had access to the Library/Media Center during the school day and at least three days a week before and after school. A Librarian and Media Center Technician (Assistant) were present to assist all students, including English Language Learners.

### ELL 4

During the 2023-2024 school year, all ELL teachers were provided with release time and/or pay at the adjunct rate to work beyond their contract hours. This time was to be used for developing and revising common tests and quizzes and to analyze data to drive future instruction. Due to various reasons, including an ongoing substitute shortage, the release time and/or adjunct pay was not utilized, nor did teachers go to feeder middle schools as planned, though they worked with staff to insure the proper placement of incoming students.

### ELL 5

During the 2023-2024 school year, all ELL teachers and the coordinator did not go to the McNair feeder schools to articulate their curriculum due to various reasons, including an ongoing substitute shortage. However, teachers and the coordinator did work with feeder middle schools as planned, to insure the proper placement of incoming students.

### ELL 6

During the 2023-2024 school year, all ELL students were provided with books and supplies designed to support the core curriculum and promote greater learning and achievement.

### ELL 7

During the 2023-2024 school year, all ELL teachers were provided with release time/adjunct pay, though due to various reasons, including an ongoing substitute shortage, it was not utilized. However, students were provided with intervention as appropriate.

### ELL 8

During the 2023-2024 school year, StudySync 3D was implemented as an intervention support for ELL students.

### ELL 9

During the 2023-2024 school year, all ELL students were provided support by Bilingual Paraeducators, 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 ELL students. During part of the year, McNair was without a Spanish Bilingual Paraeducator, however, we have since hired two to support our students. McNair has also been without the Urdu Bilingual Para due to a Leave of Absence.

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

The major difference between the intended implementation and/or budgeted expenditures was the lack of use of the release time/adjunct pay, as budgeted in ELL 4, ELL 5, and ELL 7. Due to various reasons, including an ongoing shortage of substitutes, these strategies/activities were not implemented as planned.

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 the 2024-2025 school year is being changed to: McNair High School's English Learners will show a 5% increase in progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

The metric and outcomes will be the results of what is reported on the California Dashboard.

Many of the strategies/activities will remain the same. The one pertaining to the implementation of StudySync ELD will be removed, as it has been implemented and is the District Curriculum. A strategy/activity regarding MTSS Data Conferences and Analysis will be added, as well as one regarding utilizing District ELD Coach Support for Teachers.

McNair ELL Teachers will continue to develop and refine common curriculum and assessments, and they will continue to analyze the data from those assessments for the purpose of providing targeted intervention and informing future instruction. These efforts will support the overall district effort to provide a Multitiered System of Support for all students.

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Parent Involvement

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

### Identified Need

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

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night Attendance	During the 2023-2024 school year, 153 parents signed in at the August Back to School Night.	The number of parents who sign in at Back to School Night will increase by 5%.
Coffee with the Counselors	During the 2023-2024 school year, the average number of parents who attended Coffee with the Counselors was 20.28. The was an increase from the previous year (14.66).	The number of parents who attend Coffee with the Counselor meetings will increase by 5%.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences,	All Students Enrolled at McNair High School	500 Title I: Parent Involvement 4325 Food For Meetings

	workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.		Light Snacks for Parent Meetings
1.2	<p>Communication</p> <p>Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements.</p>	All Students Enrolled at McNair High School	<p>3,000</p> <p>Title I: Parent Involvement 5715 Print Shop Print Shop to Print Communication Materials 2,890</p> <p>Title I: Parent Involvement 5711 Postage Postage for Printed Materials 750</p> <p>Title I: Parent Involvement 4300 Materials Materials for Site Printed Communication</p>
1.3	<p>Communication</p> <p>There will be additional support from clerical staff to assist with communication between home and school.</p>	All Students Enrolled at McNair High School	<p>142</p> <p>Title I: Parent Involvement 2420 Clerical Temp Clerical Timecards 56</p> <p>Title I: Parent Involvement 3000 Benefits Clerical Benefits</p>
1.4	<p>Parent Engagement</p> <p>McNair High School will utilize a Community Liaison Assistant to assist with communication between home and the school. This may include parent meetings beyond the normal work day.</p>	All Students Enrolled at McNair High School	<p>142</p> <p>Title I: Parent Involvement 2920 Other Class Temp Other Class Timecards 57</p> <p>Title I: Parent Involvement 3000 Benefits Other Class Benefits</p>
1.5	<p>Parent Engagement</p> <p>McNair will provide opportunities for parents to engage in training related to topics they find important. Funds may be used to pay for outside speakers to provide trainings for parents.</p>	All Students Enrolled at McNair High School	<p>1040</p> <p>Title I: Parent Involvement 5800 Prof and Operating/Consultants Presenters from Outside of Lodi USD</p>
1.8			

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Annual Measurable Outcomes

#### Metric/Indicator

#### Expected Outcomes

#### Actual Outcomes

Attendance at Back to School Night

The number of parents who sign in at Back to School Night will reach 150.

During the 2023-2024 school year, 153 parents signed in at the August Back to School Night.



Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance at monthly Coffee with the Counselors	The average number of parents who attend Coffee with the Counselors will average of 25 per meeting.	During the 2023-2024 school year, the average number of parents who attended Coffee with the Counselors was 20.28. There was an increase from the previous year (14.66).
Participation in various surveys created by the District or McNair High School	Increase the percentage of parents who respond to the parent survey by bringing the total to approximately 86 respondents.	Data was unavailable regarding parent survey responses.
Parent Participation in WASC Probationary Report Process	Though this will not happen in the 2023-2024 school year, we hope to have at least 10 parents for 2025-2026.	Though this will not happen in the 2024-2025 school year, we hope to have at least 10 parents for 2025-2026.

## Analysis

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

- PI 1  
During the 2023-2024 school year, parents were solicited to be a part of McNair High School's School Site Council, Athletic Boosters, Music Boosters Club, Coffee with the Counselors, and other activities within the McNair High School Community.
- PI 2  
During the 2023-2024 school year, parents did not attend any trainings. McNair will continue to attempt to find trainings and topics of interest to parents.
- PI 3  
During the 2023-2024 school year, teachers attended parent conferences, SSTs, and IEPs for students. Teachers and Administration also provided coverage for other teachers to attend various meetings.
- PI 4  
During the 2023-2024 school year, clerical staff did not provide additional support outside of contract time to assist with communication between home and school.
- PI 5  
During the 2023-2024 school year, McNair utilized a Community Liaison Assistant (CLA) to assist with communication between school and the home. The CLA participated in school events beyond the normal work day, but did not do home visits. This part will be removed for the coming year.
- PI 6  
During the 2023-2024 school year, the importance of parent involvement was emphasized. However, there were no conferences that focused solely on parental involvement. Outside agencies present on campus did provide resources to parents.
- PI 7  
During the 2023-2024 school year, Title 1 money was used to provide refreshments at parent meetings.

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

The major difference between intended implementation and the budgeted expenditures was that parents did not attend any trainings as outlined in PI 2. McNair will continue to emphasize the importance of parent involvement in the school, and will continue to work with parents to determine topics of interest to them. Additionally, clerical staff did not provide any additional support outside of contract time.

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 overall goal to strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision-making processes will be in place.

There will be an effort to increase the number of parents at Back to School Night, as well as Coffee with the Counselors by 5%.

McNair will increase its efforts to increase home/school communication as a way to continue its efforts to increase parent involvement. The Blackboard Mass Communication System will be utilized to inform parents and members of the community of different events occurring on campus. McNair administration will work in conjunction with parents to continue the search for opportunities to provide trainings for parents related to topics they find important. McNair will also increase its use of flyers, email newsletters, parent portals, and mobile apps to increase home-school communication and parent involvement.

These changes can be found as part of the Parent Involvement goal in the SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### Professional Development

To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Ronald E. McNair High School will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

LUSD LCAP GOALS:

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

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

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

### Identified Need

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

McNair staff will integrate common assessment data and disaggregated student data to guide the school's processes, programs, instruction, and use of resources. The recommendations from the WASC Visiting Committee that included the importance of common assessments in core subjects and the importance of teacher collaboration time, the percentage of students who fail classes, and the continuing focus of providing students with targeted intervention during the school day for the basis for this goal. Additionally, providing staff with opportunities for professional development will help to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Trainings, Meetings, and PLCs	New Metric	95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year as determined by sign in sheets.
11th Grade CAASPP English Language Arts	During the 2022-2023 school year, 48% of 11th grade students met or exceeded standards on the CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 53% of 11th grade students will meet or exceed standards on the CAASPP/SBAC Assessments in ELA.

11th Grade CAASPP Math	During the 2022-2023 school year, 18% of 11th grade students met or exceeded standards on the CAASPP/SBAC Assessments in Math.	During the 2023-2024 school year, 23% of 11th grade students will meet or exceed standards on the CAASPP/SBAC Assessments in Math.
College & Career - CA Dashboard	27.2% of McNair students were placed in the "Prepared" level on the College/Career Indicator, as reported on the 2023 CA Dashboard.  The performance band for the ALL-student group is "Low."	The percentage of McNair students placing in the "Prepared" level on the College/Career Indicator will increase by 6% to 34.2%.  The performance band for the ALL-student group will move to "Medium."
a-g Requirements Met	The percentage of McNair 12th grade students who have met a-g requirements is 30.2%.	The percentage of McNair 12th grade students who meet a-g requirements will increase by 5%

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	McNair High School will provide Professional Development opportunities and training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. Professional Development opportunities and trainings may include, but will not be limited to, MTSS Conferences, Bureau of Educational Research (BER) conferences, and conferences by other organizations. This may include those held during the contracted school day, as well as recorded webinars.	All students enrolled at McNair High School	15,000 Title I 5220 Conference Conferences
1.2	MTSS (Multi-Tiered System of Supports) Collaboration (Timecards outside of contracted time)  Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:  Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions. Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.	All students enrolled at McNair High School	0 Title I 1120 Teacher Temp See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1

	<p>Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p> <p>Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p>Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p>		
1.3	<p>All teachers will have weekly collaboration time for one hour each week. Department PLC groups will determine at least one SMART goal as a focus for the year. As a way to measure the effectiveness of professional development, McNair High School will look at the progress of PLCs towards the identified SMART goal. Additional activities will include developing common assessments and analyzing the data of the assessment for the purpose of driving future instruction.</p>	<p>All students enrolled at McNair High School</p>	<p>0 LCFF  Weekly Collaboration Time</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>The number of teachers, counselors, and administrators who attend conferences, or other professional development activities away from the school site.</p>	<p>McNair would like to send 10% of its teachers to attend conferences related to the above goal statement.</p>	<p>80% of Counselors attended conferences. 13% of Teachers attended conferences. 20% of Administrators attended conferences.</p> <p>Due to various reasons, including an ongoing substitute teacher shortage, more staff was unable to attend conferences.</p>
<p>Department Professional Learning Communities (PLCs) will develop Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART) goals.</p>	<p>An appropriate outcome will be determined at the start of the 2023-2024 school year.</p>	<p>Departments met weekly, but SMART goals were not submitted.</p>

## Analysis

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

**PD 1**  
During the 2023-2024 school year, all teachers had weekly collaboration time for one hour each week. Activities during collaboration time included developing common assessments and analyzing data from the assessments to drive future instruction.

**PD 2**  
During the 2023-2024 school year, teachers, counselors, and administrators attended conferences off site or virtually covering a variety of content areas.

**PD 3**  
During the 2023-2024 school year, teachers at McNair High School were provided with opportunities to have release time/adjunct pay to work beyond their contract time to engage in professional development activities. However, due to various reasons, including an ongoing substitute shortage, the release time and/or adjunct pay was not utilized.

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

The major difference between the intended implementation and the budgeted expenditures included the fact that more conferences were not attended and release time/adjunct pay was not utilized. This was due to various reasons, including an ongoing substitute shortage. Conferences and adjunct pay will continue to be offered next year.

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

During the 2024-2025 school year, there will be a focus on MTSS Collaboration. This is in an effort to support the McNair's curriculum and culture, as well as to support grade-level curriculum.

During the 2024-2025 school year, we are also hoping that there will be more opportunities for professional development, and that teachers and staff will take advantage of the provided adjunct pay. There will be a renewed focus on providing targeted intervention during the school day, as well as addressing students' social-emotional needs. There will also be an effort to provide professional development focused on the district's initiative to develop a Multi-Tiered System of Supports for all students.

These changes can be found as part of the Professional Development goal of the SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

#### Social-Emotional/Behavioral

Ronald E. McNair High School will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

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

Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have noted that our Suspension rate is an area of significant need.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard-Suspension Rate	ALL Student Group is 11.4% (Red). This is an increase of 1.8%	Move the ALL Student Group to 6% (Orange). This is a decrease of 5.4%.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	New Metric-Baseline and Outcome to be determined	Outcome will be determined once initial data is available.
PBIS Recognition	New Metric-Baseline to be determined.	Ronald E. McNair will seek Silver recognition by the PBIS Coalition during the 2024-2025 school year.
Panorama Survey	McNair High School had the following 2023-2024 Panorama Survey response rates:  Fall---50.5% Winter---44.7%	McNair High School will increase the 2024-2025 Panorama Survey response rates to 55% in all administrations of the survey.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	McNair High School will provide Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All Students enrolled at McNair High School	0 Title I 5220 Conference See PD 1.1
1.2	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination: Lead the implementation of PBIS within the school Coordinate efforts across the school community, including administrators, teachers, staff, students, and families Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives</p> <p>Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern Use data to make informed decisions about interventions and supports Monitor the effectiveness of PBIS strategies and interventions over time</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs Design and implement proactive strategies to prevent challenging behaviors</p> <p>Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices Support staff in implementing PBIS strategies in their classrooms and across the school environment Collaborate with outside experts and resources to improve staff training</p> <p>Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions Provide direct support and guidance to students who require additional behavioral support</p>	All Students enrolled at McNair High School	0 Title I 1150 Teacher Sub See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1 0 Title I 1120 Teacher Temp See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1 0 Title I: Parent Involvement 5715 Print Shop See PI 1.2 0 Title I: Parent Involvement 5711 Postage See PI 1.2



	<p>Foster a positive and inclusive school culture through PBIS initiatives</p> <p>Family and Community Engagement: Involve families in PBIS activities and initiatives Communicate PBIS principles and expectations to families and gather their input and support Collaborate with community organizations</p> <p>Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions Use evaluation findings to make data-driven decisions and improvements to the PBIS framework Ensure ongoing fidelity and sustainability of PBIS implementation</p>		
1.3	<p>McNair High School will provide for a MTSS/PBIS Coordinator who will be provided with additional release time and/or adjunct pay to oversee the formation of the MTSS roadmap, the creation of a system for data monitoring and analysis, the revitalization of the PBIS structure and behavior matrix, and the facilitation of collaboration amongst stakeholders. A team of teachers who will meet with this person will be provided with release time and/or pay at the adjunct rate.</p>	All Students enrolled at McNair High School	<p>0 Title I 1150 Teacher Sub See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1 0 Title I 1120 Teacher Temp See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1</p>

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Graduation Rate	The graduation rate will increase by 4.71% to 90%.	McNair's Graduation Rate was 86.8%.

## Analysis

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

<p>G1 During the 2023-2024 school year, counselors regularly met with students and parents regarding graduation status, so that all parties were aware of student's progress towards meeting graduation requirements. Counselors provided written notification, made telephone calls home, and conducted in-person meetings.</p> <p>G2</p>
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During the 2023-2024 school year, counselors identified students in need of extra support, identified programs that may have been of benefit to students, and worked to provide the support to the students. Some of this support included classes designed to provide additional support, as well as credit recovery opportunities and interventions that occurred within the school day.

G3

During the 2023-2024 school year, credit recovery options were available to students during the school day and after school. Options provided students opportunities to take classes they had previously failed.

G4

During the 2023-2024 school year, there were a variety of activities designed to deliver information and to celebrate seniors.

G5

During the 2023-2024 school year, Social Science did not implement a Response to Intervention (RTI) program. World Language did implement this with the help of a retired World Language teacher. This strategy/activity was designed to assist struggling students with fulfilling the graduation requirements. The lack of implementation was due to a change in department needs.

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

The only major difference between the intended implementation and the budgeted expenditures was in the area of G5. This activity/strategy was not implemented as intended due to a change in department needs and the availability of the retired staff.

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 2024-2025 school year, Goal 6 will become a Social-Emotional/Behavioral goal. The Graduation goal that was Goal 6 during the 2023-2024 school year will be moved to Goal 2 during the 2024-2025 school year, (College & Career and Graduation).

During the 2024-2025 school year, the metrics and outcomes will be based off of: CA Dashboard-Suspension Rate (decrease the suspension rate by 5.4%), Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity will be monitored this year, PBIS Recognition (seek Silver Recognition), and Panorama Survey (increase student responses to 55% in all administrations). The activities/strategies will change to include: professional development opportunities and training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains and Positive Behavioral Intervention and Supports collaboration. The previous goal from PSC 5 (MTSS/PBIS Coordinator) will be added to this goal.

These changes can be found as part of the Social-Emotional/Behavioral goal in the SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

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

#### Additional Targeted Support and Improvement (ATSI)

The educational outcomes of our Students of Two or More Races and White students will mirror that of the general population (All Students group on the dashboard).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

### Identified Need

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

Based upon the California School Dashboard state indicators, Ronald E. McNair High School has been identified for Additional Targeted Support and Improvement (ATSI). The following subgroups, White students and students of Two or More Races, entered ATSI due to meeting the criteria based on the following indicator: Suspension rate (Red), as reported on the 2023 CA Dashboard release.

In addition, performance gaps spanning two or more performance levels as reported on the 2023 CA Dashboard were identified for the following student student groups: English Learners- Mathematics (Red), African Americans- Mathematics (Red), and Hispanic students-Mathematics (Red).

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented, as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Suspension Rate	<p>11.4% of “All students” at Ronald E. McNair were suspended for at least one day, as reported on the 2023 CA Dashboard.</p> <p>15% of White students at Ronald E. McNair were suspended for at least one day as reported on the 2023 CA Dashboard.</p> <p>17.1% of Students of Two or More Races at Ronald E. McNair were suspended for at least one day as reported on the 2023 CA Dashboard.</p>	<p>Ronald E. McNair will decrease the suspension rate for “All Students”, as reported by the 2024 CA Dashboard from 11.4% to 6.4%.</p> <p>Ronald E. McNair will decrease the suspension rate for “White” students, as reported by the 2024 CA Dashboard from 15% to 10%.</p> <p>Ronald E. McNair will decrease the suspension rate for “Two or More Races”, as reported by the 2024 CA Dashboard from 17.1% to 12%.</p>
CA Dashboard: Mathematics	<p>Hispanic students performed 139 points below standard (Red) on the CAASPP Mathematics assessment as reported on the 2023 CA Dashboard.</p> <p>African American students performed 197.9 points below standard (Red) on the CAASPP Mathematics assessment as reported on the 2023 CA Dashboard.</p> <p>English Learner students performed 179.1 points below standard (Red) on the CAASPP Mathematics assessment as reported on the 2023 CA Dashboard.</p>	<p>Hispanic students will decrease the distance below standard by 9.0 points and move from the Red to Orange performance level as reported on the 2024 CA Dashboard.</p> <p>African American students will decrease the distance below standard by 7.9 points and move from the Red to Orange performance level as reported on the 2024 CA Dashboard.</p> <p>English Learner students will decrease the distance below standard by 9.1 points and move from the Red to Orange performance level as reported on the 2024 CA Dashboard.</p>

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	McNair High School will provide release time and/or adjunct pay for teachers to meet with feeder elementary and middle schools for the purpose of articulation or to provide services for McNair students. This may include teachers and students making presentations to current students and/or current McNair students working with elementary and middle school students in an effort to prepare them for High School.	All Students enrolled at McNair High School	<p>0 Title I 1150 Teacher Sub See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1 0 Title I 1120 Teacher Temp See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1</p>

1.2	McNair High School will provide Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All Students enrolled at McNair High School	0 Title I 5220 Conference See PD 1.1
1.3	<p>Provide teacher release time and/or adjunct rate during non-contracted time for the following allowable activities:</p> <p>Curriculum refinement MTSS collaboration Create formative assessments Collaborate with McNair feeder middle schools</p>	All Students enrolled at McNair High School	0 Title I 1150 Teacher Sub See EMS 1.5 0 Title I 3000 Benefits See EMS 1.5 0 Title I 1120 Teacher Temp See EMS 1.5 0 Title I 3000 Benefits See EMS 1.5
1.4	Students will have access to after school instructional support/tutoring.	All Students enrolled at McNair High School	0 Title I 1120 Teacher Temp See EMS 1.3 0 Title I 3000 Benefits See EMS 1.3
1.5	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination: Lead the implementation of PBIS within the school Coordinate efforts across the school community, including administrators, teachers, staff, students, and families Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives</p> <p>Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern Use data to make informed decisions about interventions and supports Monitor the effectiveness of PBIS strategies and interventions over time</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs</p>	All Students enrolled at McNair High School identified in the Baseline	0 Title I 1150 Teacher Sub See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1 0 Title I 1120 Teacher Temp See EMS 1.1 0 Title I 3000 Benefits See EMS 1.1 0 Title I: Parent Involvement 5715 Print Shop See PI 1.2 0 Title I: Parent Involvement 5711 Postage See PI 1.2

	<p>Design and implement proactive strategies to prevent challenging behaviors</p> <p>Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices Support staff in implementing PBIS strategies in their classrooms and across the school environment Collaborate with outside experts and resources to improve staff training</p> <p>Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions Provide direct support and guidance to students who require additional behavioral support Foster a positive and inclusive school culture through PBIS initiatives</p> <p>Family and Community Engagement: Involve families in PBIS activities and initiatives Communicate PBIS principles and expectations to families and gather their input and support Collaborate with community organizations</p> <p>Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions Use evaluation findings to make data-driven decisions and improvements to the PBIS framework Ensure ongoing fidelity and sustainability of PBIS implementation</p>		
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## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The percentage of McNair graduates who meet the a-g requirements	The goal for the percentage of students who meet a-g requirements will remain at 35%. This would be an increase of 3.97%.	The percentage of McNair 12th grade students who met a-g requirements was 30.2%.
The percentage of McNair graduates who are college and career ready according to the California Dashboard	Expected outcomes will be determined when the data for the 2022-2023 school year is made available.	27.2% of McNair students placed in the "Prepared" level on the College/Career Indicator.  The performance band for the ALL-student group was "Low."

# Analysis

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

## C&C 1

During the 2023-2024 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 in activities in the AVID classes that focused on college readiness.

## C&C 2

During the 2023-2024 school year, AVID teachers and the AVID Site Coordinator were provided with release time and/or adjunct pay for the purpose of planning and refining instruction and collecting and analyzing data related to the AVID Program. The AVID Site Coordinator focused on preparing McNair's AVID Program for the certification process. As a result, McNair's AVID Program is currently "AVID Certified." However, due to various reasons, including an ongoing substitute shortage, the release time and/or adjunct pay was not utilized. The outgoing and incoming AVID Site Coordinators did go to feeder middle schools as planned, and they worked with staff to insure the proper placement of incoming students.

## C&C 3

During the 2023-2024 school year, AVID students enrolled in the AVID Program were able to participate in study trips to explore College and Career options.

## C&C 4

During the 2023-2024 school year, most 9th grade students were enrolled in Seminar 101 classes. Students who were enrolled in AVID classes were not enrolled in Seminar 101. Teachers who taught Seminar 101 were provided with release time and/or adjunct pay to plan instruction and analyze data. However, due to various reasons, including an ongoing substitute shortage, the release time and/or adjunct pay was not utilized.

## C&C 5

During the 2023-2024 school year, McNair High School provided parents with support in order to help them support their students in their efforts for developing a plan for life after high school. This included, but was not limited to, parent information nights regarding financial aid, parent support for Naviance (a College and Career Readiness Platform), and information for parents regarding other post-secondary programs.

## C&C 6

During the 2023-2024 school year, McNair High School provided supplemental materials for 9th grade students enrolled in a Seminar 101 classes.

## C&C 7

During the 2023-2024 school year, supplemental materials were purchased for teachers at McNair High School. This included, but was not limited to, supplemental materials for Science classes, and other technology that was to be used to increase students' college and career readiness.

## C&C 8

During the 2023-2024 school year, McNair High School Counselors were provided with additional funding to provide supplemental support to students who are preparing for college and completing college applications.

## C&C 9

During the 2023-2024 school year, McNair High School developed a Data Team focusing on creating a school wide system for gathering and analyzing disaggregated data. The was to team focus on college and career readiness indicator data to create a system that would minimize disparities in academic achievement and access to a-g coursework. The Data Team was provided release time and/or adjunct pay for the purpose of gathering and analyzing data, however, due to various reasons, including an ongoing substitute shortage, the release time and/or adjunct pay was not utilized.

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

The major difference between the intended implementation and/or the budgeted expenditures was that the release time and/or adjunct pay for C&C 2, C&C 4, and C&C 9. It was not utilized due to various reasons, including an ongoing substitute shortage. These strategies/activities will continue to be provided during the 2024-2025 school year.

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

During the 2024-2025 school year, this goal will change to the ATSI goal. The goal for College and Career Readiness will move to goal 2 and will be combined with Graduation.

The annual outcome and metrics will be the CA Dashboard for the Suspension Rate and Math. McNair High School will strive to lower the Suspension Rate as reported on the CA Dashboard and decrease the Distance from Standard for Hispanic, African American, and English Language Learner students as reported on the CA Dashboard.

The strategies will include teacher release time/adjunct pay, professional development opportunities, after-school tutoring, and PBIS Collaboration.

Additionally, Naviance will not be used during the 2024-2025 school year, and the Science related strategies/activities will be moved to goal 1 for English Language Arts, Mathematics, and Science.

These changes can be found as part of the Additional Targeted Support & Improvement (ATSI) goal in the SPSA.



# Goals, Strategies, & Proposed Expenditures

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

## Budget Summary

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

### Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$133,752.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$133,752.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

### Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$125,175.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$125,175.00

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

State or Local Programs	Allocation (\$)
LCFF	\$0.00
Title I: Parent Involvement	\$8,577.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$8,577.00

Total of federal, state, and/or local funds for this school: \$133,752.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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### Expenditures by Funding Source

Funding Source	Amount
LCFF	0.00
Title I	125,175.00
Title I: Parent Involvement	8,577.00

### Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	14,990.00
1150 Teacher Sub	4,360.00
1920 Other Cert Temp	881.00
2420 Clerical Temp	284.00
2920 Other Class Temp	142.00
3000 Benefits	5,222.00
4200 Books	3,893.00
4300 Materials	1,750.00
4325 Food For Meetings	500.00
4400 Equipment (\$500-\$9,999)	5,000.00
4475 Technology (\$500-\$9,999)	37,000.00
5220 Conference	15,000.00
5711 Postage	2,890.00
5715 Print Shop	3,000.00
5800 Prof and Operating/Consultants	1,040.00

5872 Field Trips	6,800.00
5875 Technology Licenses	31,000.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	0.00
1120 Teacher Temp	Title I	14,990.00
1150 Teacher Sub	Title I	4,360.00
1920 Other Cert Temp	Title I	881.00
2420 Clerical Temp	Title I	142.00
3000 Benefits	Title I	5,109.00
4200 Books	Title I	3,893.00
4300 Materials	Title I	1,000.00
4400 Equipment (\$500-\$9,999)	Title I	5,000.00
4475 Technology (\$500-\$9,999)	Title I	37,000.00
5220 Conference	Title I	15,000.00
5872 Field Trips	Title I	6,800.00
5875 Technology Licenses	Title I	31,000.00
2420 Clerical Temp	Title I: Parent Involvement	142.00
2920 Other Class Temp	Title I: Parent Involvement	142.00
3000 Benefits	Title I: Parent Involvement	113.00
4300 Materials	Title I: Parent Involvement	750.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5711 Postage	Title I: Parent Involvement	2,890.00
5715 Print Shop	Title I: Parent Involvement	3,000.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,040.00

### Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	99,873.00
Goal 2	10,302.00
Goal 3	0.00
Goal 4	8,577.00
Goal 5	15,000.00
Goal 6	0.00
Goal 7	0.00

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Nicole Vertar	Principal
Andrew Paunon	Classroom Teacher
Krista Johnson	Classroom Teacher
Michael Gould	Classroom Teacher
Anthony Martinez	Classroom Teacher
Kyli Brown	Other School Staff
Teresita Walker	Parent or Community Member
Kim-Anh Nguyen-Chau	Parent or Community Member
Mary Picinich	Parent or Community Member
RR	Secondary Student
RA	Secondary Student
AC	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on May 14, 2024.

Attested:



Principal, Nicole Vertar on May 14, 2024



SSC Chairperson, Andrew Paunon on May 14, 2024