

Ronald E. McNair High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Ronald E. McNair High School is the newest comprehensive high school in Lodi Unified School District. We currently service students in the 9th through 12th grades. The teaching staff covers the following areas: Business, Consumer Education, English, World Language, Math, Physical Education, Science, Social Studies, Special Education, and Visual and Performing Arts. McNair High sits at the corners of West and Morada Lanes. It is surrounded on three sides by farmland. McNair High opened on August 15, 2005. The site boasts a main building which houses 84 classrooms, Library, career center, and offices. In addition, two gymnasiums with locker rooms and a community center, a multi-purpose room/cafeteria, theater with band, choir, and media broadcast classrooms, and a consumer education building which includes the CTE restaurant.

MISSION STATEMENT:

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

VISION STATEMENT:

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

SCHOOL MOTTO:

Soar to Excellence

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	486
Grade 10	402
Grade 11	451
Grade 12	429
Total Enrollment	1,768

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2%
Male	50.8%
American Indian or Alaska Native	0.2%
Asian	37.8%
Black or African American	10.1%
Filipino	5%
Hispanic or Latino	38.2%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	2.4%
White	4%
English Learners	17.3%
Foster Youth	0.7%
Migrant	1.3%
Socioeconomically Disadvantaged	78.5%
Students with Disabilities	17.4%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	70.20	77.09	1289.60	83.44	228366.10	83.12
Intern Credential Holders Properly Assigned	4.10	4.57	64.90	4.20	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.60	7.29	54.90	3.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	52.40	3.39	12115.80	4.41
Unknown	10.00	11.05	83.50	5.41	18854.30	6.86
Total Teaching Positions	91.10	100.00	1545.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	74.80	79.09	1281.60	82.81	234405.20	84.00
Intern Credential Holders Properly Assigned	4.50	4.79	60.60	3.92	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.00	10.58	83.10	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	49.60	3.21	11953.10	4.28
Unknown	5.20	5.53	72.50	4.69	15831.90	5.67
Total Teaching Positions	94.60	100.00	1547.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.90
Misassignments	6.60	8.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.60	10.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.5	11.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Grade 9 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		0.0%
	(Grade 9-12 Intensive Intervention) Scholastic Read 180: Next Generation, Scholastic, c.2012 Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 4/17/2011		
	(Grade 9-12 Intensive Intervention) Scholastic System 44 Next Gen, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014		
	(Grade 10 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		
	(Grade 11 Base Core) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		
	(Grade 11 AP Language) The Language of Composition: Reading, Writing, Rhetoric, Bedford, c.2013 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 1/12/2016		
	(Grade 11-12 Creative Writing) Bedford Introduction to Literature, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007		
	(Grade 12 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		
	(Grade 12 - AP Language) Bedford Introduction to Literature, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007		

	From most recent adoption: No, Local Board Approval on 4/17/2007		
Mathematics	<p>(Grade 9 Intervention) Core Connections Course 3, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p> <p>(Grade 9-12 Base Core) Core Connections: Integrated Course 1, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 10-12) Stats in Your World, Pearson, c.2016 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 6/6/2017</p> <p>(Grade 10-12 Base Core) Core Connections: Integrated Course 2, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 10-12 Base Core) Core Connections: Integrated Course 3, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 11-12) Math for Financial Literacy, Goodheart & Wilcox, 2013 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/15/18</p> <p>(Grade 11-12) Personal Financial Literacy, Pearson, 2014 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/5/16</p> <p>(Grade 11-12 AP) AP The Practice of Statistics, Bedford, Freeman & Worth Co., c.2020 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022</p> <p>(Grade 12) Precalculus, CPM, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/15/18</p> <p>(Grade 12 AP) Calculus for AP, Cengage 2017 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 6/6/2017</p>		0.0%
Science	(Grade 9) Inspire Earth Science, McGraw Hill, c.2020 Adoption Year: 2020		0.0%

From most recent adoption: No, Local Board Approval on 4/7/2020

(Grade 9-12) Physics of the Universe, Discovery Ed., c.2019
Adoption Year: 2020

From most recent adoption: No, Local Board Approval on 7/7/2020

(Grade 9-12) Inquiry Into Life, McGraw Hill., c.2020
Adoption Year: 2020

From most recent adoption: No, Local Board Approval on 4/7/2020

(Grade 9-12) CA Inspire Chemistry, McGraw Hill., c.2020
Adoption Year: 2020

From most recent adoption: No, Local Board Approval on 4/7/2020

(Grade 10-12) CA Inspire Biology, McGraw Hill, c.2020
Adoption Year: 2020

From most recent adoption: No, Local Board Approval on 4/7/2020

(Grade 10-12) Forensic Science: Fundamentals and
Investigations 3rd Ed., Cengage, c.2021

Adoption Year: 2022

From Most Recent Adoption: No, Local Board Approval on 6/7/2022

(Grade 11-12 AP) Campbell: Biology in Focus 3rd Ed., AP
Edition, Pearson/SAVVAS, c.2020

Adoption Year: 2022

From most recent adoption: No, Local Board Approval on 6/7/2022

(Grade 11-12) CA Inspire Chemistry, McGraw Hill, c. 2020
Adoption Year: 2020

From most recent adoption: No, Local Board Approval on 4/7/2020

(Grade 11-12 AP) Chang, Chemistry: AP Edition, McGraw
Hill, c.2023

Adoption Year: 2022

From most recent adoption: No, Local Board Approval on 6/7/2022

(Grade 11-12) Holt Environmental Science, Holt, Rinehart &
Winston, c.2008

Adoption Year: 2008

From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12 AP) Environmental Science for the AP Course,
Bedford, Freeman & Worth, c.2019

Adoption Year: 2021

From most recent adoption: No, Local Board Approval on 6/1/2021

(Grade 11-12) CA Inspire Physics, McGraw Hill, c.2020
Adoption Year: 2020

From most recent adoption: No, Local Board Approval on 4/7/2020

	<p>(Grade 11-12) Hole's Anatomy & Physiology, MacMillan/McGraw, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 11-12) Astronomy: Journey to the Cosmic Frontier, McGraw Hill, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/6/2008</p> <p>(Grade 11-12) Marine Science 2nd Ed., McGraw Hill, c.2019 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022</p> <p>(Grade 12 AP) College Physics for the AP Physics 1 & 2 Courses, BFW, c.2023 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 6/6/2023</p>		
History-Social Science	<p>(Grade 9) World Geography: My World Interactive, Pearson/Prentice Hall, c. 2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 9-12 AP) Art Through the Ages: A Global History, Cengage Learning, c. 2016 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 4/15/2008</p> <p>(Grade 9-12 AP) World Civilizations: The Global Experience, Pearson, c.2017 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 3/27/2018</p> <p>(Grade 9-12 AP) Human Geography for the AP Course, BFW, c. 2021 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 6/6/2023</p> <p>(Grade 10) World History: A Modern World, Pearson/Prentice Hall, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 10-12 AP) Western Civilization Since 1300 Enhanced AP Edition, Cengage, c.2021 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022</p>		0.0%

	<p>(Grade 11) United States History: The Twentieth Century, Pearson/Prentice Hall, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 11 AP) Fabric of a Nation: A Brief History with Skills and Sources, Bedford/ St. Martin /BFW, c.2020 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022</p> <p>(Grade 11-12) Sociology & You, Glencoe, c.2014 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 11-12) Understanding Psychology, McGraw Hill, c.2014 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 11-12 AP) Myer's Psychology, Bedford Freeman/Worth, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 12) Magruder's American Government, Pearson/Prentice Hall, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 12) Economics: Principles in Action, Pearson/Prentice Hall, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 12 AP) American Government and Politics Today, Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p> <p>(Grade 12 AP) Principles of Economics AP (Micro), Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p> <p>(Grade 12 AP) Principles of Economics AP (Macro), Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p>		
Foreign Language	(Grade 9-12 Spanish) Senderos Level 1-4, Vista Higher Learning, c.2022		0.0%

Adoption Year: 2022
From most recent adoption: No, Local Board Approval on 5/10/2022

(Grade 9-12 Spanish for Native Speakers) Galeria 1-2, Vista Higher Learning, c.2020
Adoption Year: 2020
From most recent adoption: No, Local Board Approval on 6/2/2020

(Grade 9-12 AP Spanish) Temas, Vista Higher Learning, c.2023
Adoption Year: 2023
From most recent adoption: No, Local Board Approval on 1/17/2023

(Grade 9-12 AP Spanish Literature) Abriendo Puertas: Ampliando Perspectivas, HMH Co., c.2013
Adoption Year: 2015
From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 Japanese) Adventures in Japanese, Level 1-2, Cheng & Tsui Co., c.2015
Adoption Year: 2020
From most recent adoption: No, Local Board Approval on 2/18/2020

(Grade 9-12 Japanese) Adventures in Japanese 3, Cheng & Tsui Co., c.2017
Adoption Year: 2020
From most recent adoption: No, Local Board Approval on 2/18/2020

(Grade 9-12 French) Entre Cultures, Level 1-3, Wayside Publishing, c.2020
Adoption Year: 2022
From most recent adoption: No, Local Board Approval on 5/10/2022

(Grade 9-12 Italian) Avanti 1-3, McGraw Hill, c.2018
Adoption Year: 2017
From most recent adoption: No, Local Board Approval on 3/7/2017

(Grade 9-12 German) Portfolio Deutsch Neu, Level 1-3, Klett Publishing, c.2019
Adoption Year: 2022
From most recent adoption: No, Local Board Approval on 5/10/2022

(Grade 9-12 AP German) Stationen-Ein Kursbuch Fuer die Mittlestufe, Thomson & Heinle, c.2008
Adoption Year: 2008
From most recent adoption: No, Local Board Approval on 5/20/2008

(Grade 11-12 AP French) Prespectives, 1st Ed., Vista Higher Learning, c.2023
Adoption Year: 2023
From most recent adoption: No, Local Board Approval on 6/6/2023

Health	(Grade 9-10) Project Toward No Drug Abuse, USC, c.2004 Adoption Year: 2005 From the most recent adoption: No, Local Board Approval on 6/7/2005 (Grade 9-12) Glencoe Health, Glencoe/McGraw, c.2018 Adoption Year: 2018 From the most recent adoption: No, Local Board Approval on 5/15/2018 (Grade 9-12) FLASH Curriculum, King County Public Health, c.2019 Adoption Year: 2020 From the most recent adoption: Yes		0.0%
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:
 Year built 2005.

MAINTENANCE AND REPAIR:

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

CLEANING PROCESS AND SCHEDULE:

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

DEFERRED MAINTENANCE PROJECTS: N/A

MODERNIZATION PROJECTS:

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

NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Ronald E. McNair High on 11/20/2023.

Lodi Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or the district office. As of November 2023, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Ronald E. McNair High.

These needs include:

- gas leaks
- nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems
- electrical power failure
- major sewer line stoppage

School Facility Conditions and Planned Improvements

- major pest or vermin infestation
- broken windows or exterior doors or gates that will not lock and that pose a security risk
- abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff
- structural damage creating a hazardous or uninhabitable condition

Year and month of the most recent FIT report

November 2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	41	48	39	39	47	46
Mathematics (grades 3-8 and 11)	16	18	27	28	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	427	410	96.02	3.98	47.80
Female	202	196	97.03	2.97	53.57
Male	225	214	95.11	4.89	42.52
American Indian or Alaska Native	--	--	--	--	--
Asian	177	173	97.74	2.26	60.69
Black or African American	38	38	100.00	0.00	23.68
Filipino	15	15	100.00	0.00	46.67
Hispanic or Latino	167	156	93.41	6.59	42.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	33.33
White	13	11	84.62	15.38	36.36
English Learners	63	53	84.13	15.87	1.89
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	16	16	100.00	0.00	43.75
Socioeconomically Disadvantaged	335	321	95.82	4.18	45.79
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	82	77	93.90	6.10	5.19

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	428	411	96.03	3.97	17.80
Female	202	196	97.03	2.97	14.80
Male	226	215	95.13	4.87	20.56
American Indian or Alaska Native	--	--	--	--	--
Asian	177	173	97.74	2.26	27.75
Black or African American	39	38	97.44	2.56	7.89
Filipino	15	15	100.00	0.00	33.33
Hispanic or Latino	167	157	94.01	5.99	8.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	16.67
White	13	11	84.62	15.38	9.09
English Learners	63	54	85.71	14.29	1.89
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	16	16	100.00	0.00	18.75
Socioeconomically Disadvantaged	336	321	95.54	4.46	16.20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	82	77	93.90	6.10	0.00

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	17.95	20.10	22.47	23.40	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	855	835	97.66	2.34	20.00
Female	422	413	97.87	2.13	16.95
Male	433	422	97.46	2.54	22.99
American Indian or Alaska Native	--	--	--	--	--
Asian	344	339	98.55	1.45	29.20
Black or African American	74	73	98.65	1.35	5.48
Filipino	35	35	100.00	0.00	37.14
Hispanic or Latino	333	321	96.40	3.60	12.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	14.81
White	33	31	93.94	6.06	25.81
English Learners	120	109	90.83	9.17	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	30	30	100.00	0.00	20.00
Socioeconomically Disadvantaged	665	647	97.29	2.71	17.31
Students Receiving Migrant Education Services	15	15	100.00	0.00	0.00
Students with Disabilities	148	140	94.59	5.41	2.14

2022-23 Career Technical Education Programs

At Ronald E. McNair High we believe that a carefully selected path will better prepare students for a more productive work life. We strongly encourage students to choose a challenging curriculum to better prepare them for the workplace. Programs and courses offered at McNair are designed to improve student achievement, while continuing to place specific emphasis on the standards-based curriculum.

CTE courses offered include Health Science, Medical Technology, Hospitality & Tourism Management, Child Development, Information Technology, Culinary Arts and many more.

Students also have the opportunity to participate in CTE courses at Lincoln Technical Academy, the district's CTE learning center, in which courses are designed with career and college preparation in mind.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	564
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	76.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	92.87
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	31.03

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	85%	86%	85%	83%	89%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parents who wish to participate in Ronald E. McNair High School's leadership teams, school committees, school activities, or become volunteers may contact Principal Nicole Vertar at (209) 953-9245.

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	11.9	11.7	10.3	6.1	7.1	7	8.9	7.8	8.2
Graduation Rate	83.5	86.4	86.8	87.6	89	87.3	84.2	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	416	361	86.8
Female	224	199	88.8
Male	192	162	84.4
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	158	141	89.2
Black or African American	38	31	81.6
Filipino	21	20	95.2
Hispanic or Latino	160	139	86.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	21	16	76.2
English Learners	78	61	78.2
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	383	331	86.4
Students Receiving Migrant Education Services	13	12	92.3
Students with Disabilities	67	52	77.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1936	1857	587	31.6
Female	950	913	308	33.7
Male	986	944	279	29.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	3	60.0
Asian	703	683	172	25.2
Black or African American	205	189	76	40.2
Filipino	90	89	17	19.1
Hispanic or Latino	760	721	246	34.1
Native Hawaiian or Pacific Islander	17	17	9	52.9
Two or More Races	46	45	20	44.4
White	80	78	32	41.0
English Learners	359	338	128	37.9
Foster Youth	24	19	7	36.8
Homeless	7	7	4	57.1
Socioeconomically Disadvantaged	1540	1484	498	33.6
Students Receiving Migrant Education Services	27	27	7	25.9
Students with Disabilities	339	322	119	37.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.87	9.65	11.42	0.94	5.83	6.06	0.20	3.17	3.60
Expulsions	0.00	1.29	0.83	0.01	0.26	0.27	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.42	0.83
Female	9.68	0.53
Male	13.08	1.12
Non-Binary		
American Indian or Alaska Native	0	0
Asian	6.26	0.57
Black or African American	22.44	1.95
Filipino	2.22	0
Hispanic or Latino	13.42	0.92
Native Hawaiian or Pacific Islander	11.76	0
Two or More Races	17.39	0
White	15	0
English Learners	11.42	1.11
Foster Youth	33.33	4.17
Homeless	0	0
Socioeconomically Disadvantaged	12.66	0.65
Students Receiving Migrant Education Services	11.11	0
Students with Disabilities	20.35	1.77

2023-24 School Safety Plan

A Comprehensive School Safety Plan is in place to address safety issues as well as a school wide plan to eliminate bullying behavior. Key elements of the safety plan include safe school strategies and programs, disaster response procedures, procedures for safe ingress and egress and rules and procedures on school discipline. School wide behavior expectations and discipline policies are consistently applied and students are provided adult supervision at all times. Visitors to the school must sign in at the office and receive a visitor's pass prior to going to classrooms. Visitors must return to the office and sign out upon leaving the school. Our Comprehensive School Safety Plan was last reviewed on 09/15/2022.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	14	9	23
Mathematics	26	14	18	9
Science	31	4	6	16
Social Science	33	4	7	17

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	31	25	13
Mathematics	27	9	25	5
Science	27	7	9	11
Social Science	19	29	13	9

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	442

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,528.80	\$6,998.40	\$10,530.40	\$77,969.15
District	N/A	N/A	\$9,477.38	\$78,767
Percent Difference - School Site and District	N/A	N/A	10.5	-1.0
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	32.2	-12.0

Fiscal Year 2022-23 Types of Services Funded

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

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,433	\$55,550
Mid-Range Teacher Salary	\$72,182	\$80,703
Highest Teacher Salary	\$101,051	\$109,418
Average Principal Salary (Elementary)	\$132,043	\$137,703
Average Principal Salary (Middle)	\$155,713	\$143,760
Average Principal Salary (High)	\$161,758	\$159,021
Superintendent Salary	\$291,088	\$319,443
Percent of Budget for Teacher Salaries	30.61%	30.35%
Percent of Budget for Administrative Salaries	4.55%	4.87%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	7.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	1
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	10

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3