



**RONALD E. McNAIR HIGH SCHOOL
PROGRESS REPORT**

**9550 RONALD E. McNAIR WAY
Stockton, CA 95210**

Lodi Unified School District

February 23-25, 2020

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Introduction and Basic Student/Community Profile Data

Include the following:

- A brief general description of the school, the schoolwide student goals, the student demographics, and the faculty/staff demographics
- A summary of the disaggregated and interpreted student achievement data since the last full self-study, and how it may have impacted the entire school and designated subgroups of students
- The status of the school with respect to governing authority expectations, e.g., program improvement school, year three; Academic Performance Index (API); audit and resulting corrective action plan integrated into the single school plan.

Note: *Utilize the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports.*

Student/Community Profile

Ronald E. McNair High serves 9th through 12th grade students from Stockton, CA. Stockton is a large suburban community with a dynamic, multiethnic, and multicultural population of 311,178 people (as of 2018). McNair High sits at the northwest corner of West and Morada Lanes and is currently surrounded on three sides by farmland. In the future, the plan for this area of farmland is for it to become a large residential area, though when this will occur has yet to be determined.

McNair High opened on August 15, 2005 making it the newest comprehensive high school in Lodi Unified School District. Lodi Unified is a large district that encompasses 350 square miles and services the cities of Lodi, North Stockton, and several smaller nearby communities. The district has an enrollment of 28,941 students in kindergarten through twelfth grade. The top five primary languages other than English spoken by Lodi Unified students and households include Spanish, Hmong, Urdu, Cambodian, and Vietnamese.

Through a joint-use agreement, both the City of Stockton and Lodi Unified School District use the McNair High School campus. This agreement allows for community use of the swimming pool and athletic facilities, as well as the inclusion of a community center within the physical education complex. In addition, the site includes a city park that features a softball complex and sports fields.

In addition to sports facilities, McNair High School contains one central administration/classroom building, a cafeteria, a large and small gym complex, a theater, separate Consumer Education/Culinary Arts building, and multiple portables. The large center quad includes eating areas and is adjacent to an overhang/seating area separating the cafeteria and gym buildings. The campus is well-equipped with technology. Each classroom has a multimedia presentation system such as a computer, LCD projector, Promethean Board, i-pad, and/or ELMO document camera. For the 2019/2020 school year, all students have access to chromebooks both on campus and at home, i.e., each student checks out a chromebook for the year to bring to class and to take home daily.

McNair High employs a variety of strategies to encourage parental and community involvement. Parents are involved with School Site Council, Athletic and Music Boosters, Superintendent's Advisory Committee, District Budget Advisory Committee, and both the site and District English Language Advisory Committees (ELAC and DELAC). Parents are also invited to several evening activities planned throughout the school year. These activities include Back to School Night; Freshman Parent Orientation; Senior Awards Night; Open House; AVID Dessert Night; Choir, Orchestra, and Band Performances; Art Shows; and Talent Shows. McNair continues to offer a monthly Coffee with the Counselors in the school library. This gives parents another opportunity to communicate with other parents and staff (administrators, counselors, teachers), and adds to the contacts made through email, phone calls, Peachjar digital flyers, Blackboard Connect, and through Aeries, the district's data system for student records.

In addition to the strategies listed above, parental and community involvement is also an integral part of various clubs on campus, especially in McNair's Health Careers Academy (HCA) and Mathematics, Engineering, Science Achievement club (MESA). HCA is designed for those students with a desire to enter into a career in the medical field. This academy regularly participates in activities with local health care organizations. McNair's MESA club invites representatives from throughout the community to speak to students. Community members speak to students in HCA and MESA with the goal of sharing their professional background. Community members also assist in preparing HCA and MESA students for their local and regional competitions.

Students at McNair have access to a variety of in-state and out-of-state college presentations coordinated through its Career Center. The Career Center offers at least three opportunities for students to visit college fairs. Students unable to attend college presentations held on campus are able to work with the Career Center Technician to obtain information regarding colleges. Additionally, students participating in the AVID (*Advancement Via Individual Determination*) program go on field trips to explore colleges twice yearly.

McNair holds a "Financial Aid Information" night for students and parents in the fall. The Career Center Technician coordinates with one of the local senior financial aid advisors from a local college to come and present to parents and students. During this event, parents and students are informed on what is needed to complete the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA). After the Financial Aid Information night, McNair holds a "Cash for College Night," where parents and students receive assistance completing the FAFSA/CADAA.

In the spring, to ease the transition with the enrollment process to San Joaquin Delta College (SJDC), McNair partners with SJDC. The SJDC team comes to McNair to provide assistance to students with education planning (Enrollment, Orientation, and Counseling).

McNair High School also participates in Every 15 Minutes, a community-based program in conjunction with the California Highway Patrol that creates awareness about drunk driving and aims to reduce the number of alcohol-related incidents among youth. The program receives funding through donations from the local community and from the California Office of Traffic Safety. McNair also partners with the San Joaquin Child Abuse Prevention Council to provide referral services for students struggling with depression and/or anxiety.

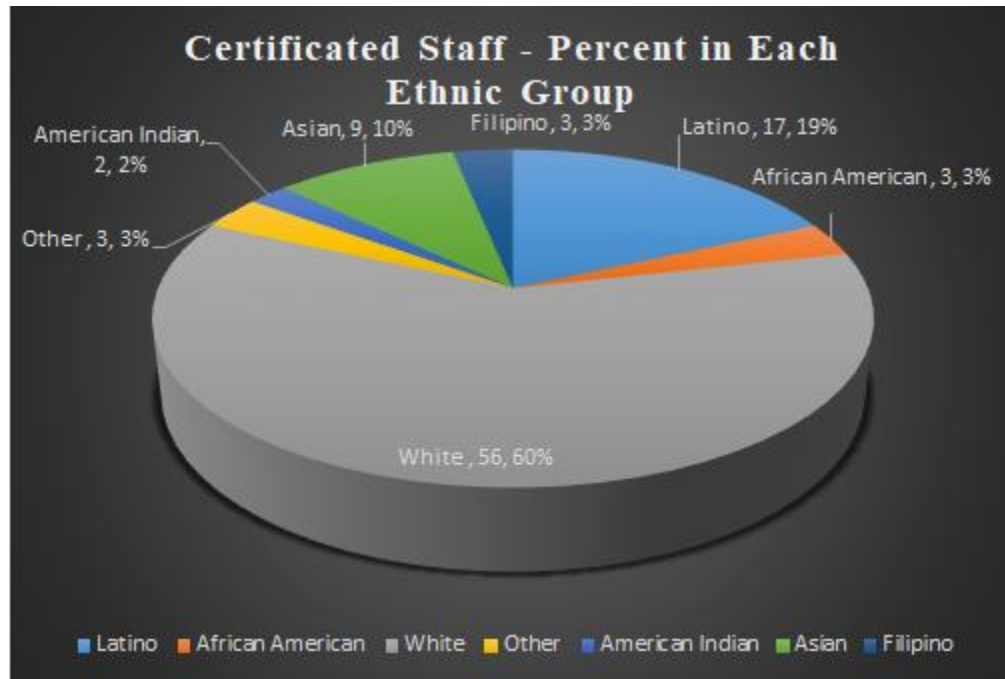
Faculty/Staff Demographics

Since the school opened in 2005, McNair High has undergone changes in staffing as only a handful of teachers who opened the school are still on staff. For the 2019-20 school year, the McNair High School staff consists of 84 teachers, four administrators, four counselors, one full time and one part time psychologist, and 80 classified staff members.

The following tables and graphs show the ethnic, gender, years of service, and educational backgrounds of the certificated staff. The makeup of the McNair High staff is different from that of its student population. Currently, there are 44 female and 42 male teachers on staff. The majority of the teachers are Caucasian, making up 59% of the teacher population. In addition, 20% of the teachers are Latino, 10% are Asian, 3% are Filipino, 3% are African-American, and 3% are American Indian. The average 'years of service' for the teachers is 12.8.

Certificated Staff - Percent in Each Ethnic Group

	American Indian	Asian	Filipino	Latino	African American	White	Other
Admin.				25%		75%	
Teachers	3%	10%	3%	20%	3%	59%	4%
Counselors					25%	75%	

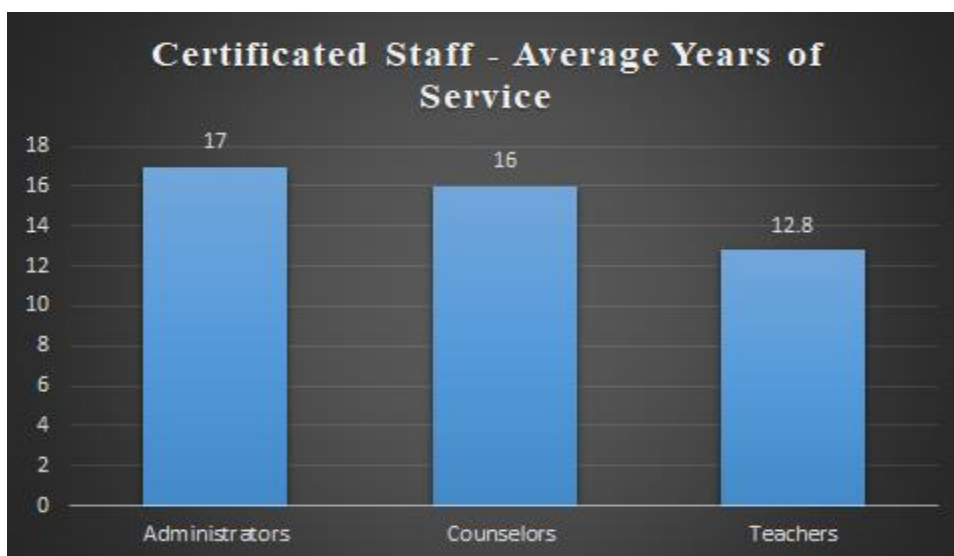


Certificated Staff by Gender

	Female	Male	Total
Administration	2	2	4
Teachers	44	42	86
Counselors	3	1	4

Certificated Staff by Average Years of Service

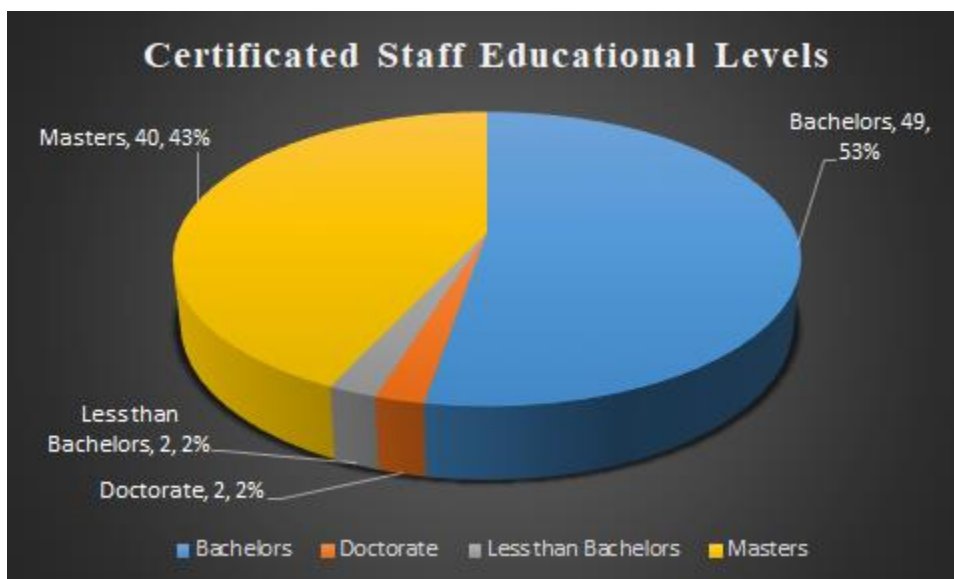
	Number	Average Years of Service
Administrators	4	17
Teachers	86	12.8
Counselors	4	16



McNair's administrative staff average 17 years of service, with the site Principal serving 20 years in education. McNair has had two Principals since the school opened in 2005. Teachers span a range of first year teachers to teachers providing 35 years of service in education. Counselors at McNair have between 5 and 27 years of service.

Certificated Staff Educational Levels

	Doctorate	Master's Degree	Bachelor's Degree	Other (Culinary)
Administrators		100%		
Teachers	2%	36%	59%	2%
Counselors		100%		



School Purpose: Ronald E. McNair High School’s mission is: **“To ensure that all students learn. To embrace diversity and a commitment to create a respectful community that develops academic and interpersonal skills.”**

As a result of the Professional Learning Community (PLC) process, teachers and staff at McNair have chosen to keep the school’s vision and mission statements as these statements closely align with McNair’s goals and schoolwide learner outcomes. The vision statement is for ***McNair Eagles soar to excellence in learning, respect, and achievement to empower our local and global communities.*** This vision reflects the belief that all students will achieve academically and will positively impact their local community and beyond. McNair continues to express the importance of school wide expected learner outcomes (ESLRs).

Schoolwide Learner Outcomes (SLOs)

Effective Communicators

Students will...

- Effectively read, write, interpret, and communicate ideas.
- Demonstrate the use of academic language across curriculum disciplines.
- Collaborate, work effectively, and manage interpersonal relationships.

Academic Achievers

Students will...

- Complete rigorous college prep courses.
- Demonstrate mastery in reading, writing, mathematics, science, and other disciplines.
- Demonstrate skillful use of technology to maximize academic achievement.

Goal Oriented

Students will...

- Set challenging and realistic goals.
- Assess, evaluate and modify existing goals.

Life Long Learners

Students will...

- Learn to make real-world connections to content and understand that learning is a lifelong process.

Empowered Information Processors

Students will...

- Know how to access and interpret information and integrate knowledge.
- Exhibit good questioning skills by proposing questions that illuminate and find solutions to fundamental issues.

Socially Responsible Citizens

Students will...

- Be confident and take initiative in classroom, extracurricular and community activities.
- Demonstrate personal responsibility, positive citizenship, and respect for diversity.

ACS WASC Accreditation History

McNair High School's past WASC Accreditation History includes the 2006-07 initial WASC visit where the visiting team granted interim accreditation through June 30, 2010. In addition, McNair High had an original site visit from February 27- March 2, 2011, during which the school received a term of accreditation of six years. McNair also completed a mid-cycle visit on February 25, 2014. During the 2016-2017 school year, McNair High School completed a full self-study. The self-study and subsequent visit resulted in McNair being placed on probation. In February of 2019, McNair had probationary visit. The visiting team found that McNair High School had addressed, or was in the process of addressing, the areas of concern and removed McNair from probationary status. McNair went back into the six year accreditation cycle with a mid-term visit scheduled for the winter of 2020.

LCAP Identified Needs and Description of Goals

Parents, students, community members, and employees of Lodi Unified School District worked collaboratively to provide input in the Local Control Accountability Plan (LCAP). The three-year plan was composed using feedback from stakeholders through district meetings, forums, committees, and via the district website.

Lodi Unified has a district budget of 350.3 million dollars for 28,941 students enrolled in Preschool to Adult School with 3,356 Administrators, Support Staff, Teachers, and Classified Staff.

The state targeted student groups for the district include:

- Socioeconomically Disadvantaged: 68.6%
- English Learners: 20.2%
- Foster Youth: 1.2%

The key features of LUSD's 2019-20 LCAP include:

- 1) Sufficient Base Programs
- 2) Professional Development
- 3) Intervention
- 4) Technology

Stakeholder engagement is achieved through:

- 8 LCAP Committee Meetings
- 8 Board of Education Meetings
- 4 Meetings with Employee Groups
- 3 Community Forums
- 1 Leadership Meeting
- 15,698 School Climate Surveys for Students
- 1,502 School Climate Surveys for Staff

2019-20 LCAP Goals

LCAP Goal 1 - Lodi USD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, as well as provide enrichment opportunities to prepare students to be college and career ready. Expected measurable outcomes include:

- 100% of teachers and staff appropriately assigned and 100 % of teachers who serve English Learners will have English Learners (EL) authorization
- Maintain sufficiency level of standards-based instructional materials and 100% of students have access to Common Core standards
- 100% of teachers properly trained to deliver Common Core standards-based instruction and 100% of students receive Common Core standards-based instruction
- 100% of EL students receive integrated and designated English Language Development (ELD) standards
- Maintain 100% access to broad course study, including ELD and reading and math intervention for foster youth, low-income, and special education students
- Maintain facilities pursuant to industry standards

Estimated Cost: \$340,562,777

LCAP Goal 2 - All students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready. Expected measurable outcomes include:

- Increase % of all students who meet proficiency requirements
- Increase % of low income students who meet proficiency requirements
- Increase % of EL students who meet proficiency requirements
- Increase number of EL students growing by levels by 2% per year
- Increase reclassification rate of EL students (5 years or less) by 1%
- Increase reclassification rate of long-term EL students by 2%
- Increase number of students with qualified advanced placement (AP) scores by 3%
- Increase AP enrollment of EL and low-income students by 2%
- Increase the number of “ready” students in English Language Arts and math by 5%
- Increase number of students who participate in the early assessment program
- Increase number of students who complete A-G/college entrance requirements by 3%
- Increase % of students who complete a career technical education (CTE) four-year pathway

Estimated Cost: \$912,438

LCAP Goal 3 - All Lodi USD schools will be positive and supportive learning environments that provide the maximum number of opportunities for each student to succeed. Expected measurable outcomes include:

- Continue to monitor and mitigate middle school dropout rate
- Continue to provide incentives to maintain and increase attendance rate
- Decrease dropout rate by 1%
- Increase graduation rate by 1%
- Decrease suspension rate by 1%
- Maintain and decrease expulsion rate
- Continue to provide opportunities for parents to learn and understand LCAP
- Continue to provide engagement opportunities for State targeted groups and parents
- Continue to provide opportunities for parents of special education students
- Provide parents with surveys regarding school safety and connectedness and increase by 1% in each area

Estimated Cost: \$7,565,338

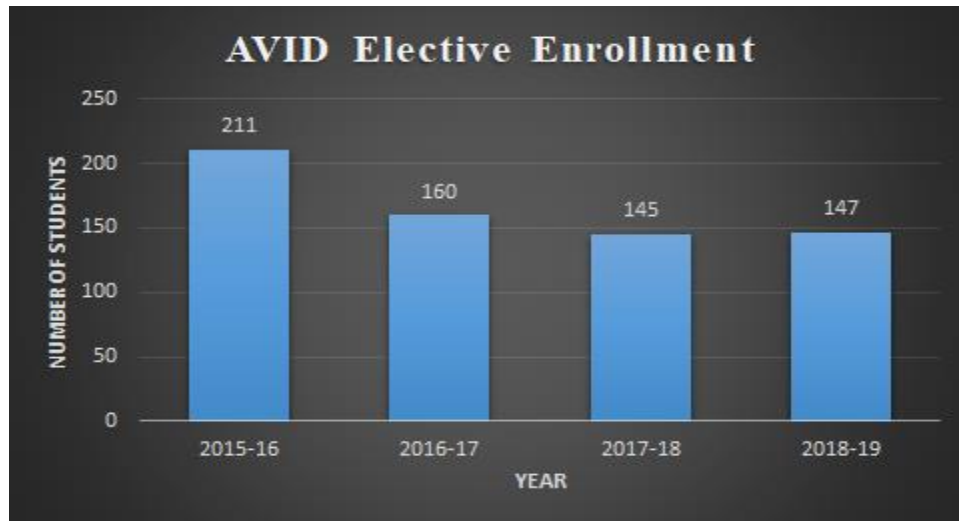
School Program Data

Students at McNair are enrolled in courses that prepare them for college and career readiness. McNair High operates on a 4 x 4 block schedule, providing students with the opportunity to take up to 32 courses during their four years of high school.

In addition to the regular course of study, students have the option of enrolling in Advancement Via Individual Determination (AVID) electives beginning their freshman year. During the 2018-19 school year, 147 students were enrolled in the AVID program. Students enrolled in AVID learn academic skills that facilitate success in all classes and benefit from exposure to college campuses.

AVID Enrollment 2015/16 - 2017/18

Year	AVID Elective Enrollment
2018-19	147
2017-18	145
2016-17	160
2015-16	211



2018-19 AVID Enrollment by Grade Level

Grade	Number of Students Enrolled in the AVID Elective (Beginning of Year)
9th	56
10th	28
11th	23
12th	40

2017-18 AVID Enrollment by Grade Level

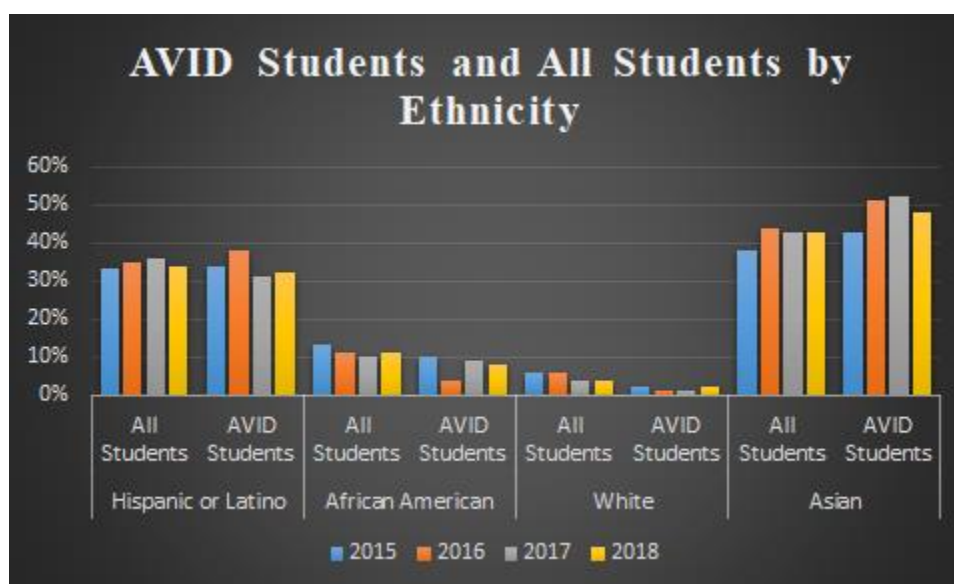
Grade	Number of Students Enrolled in the AVID Elective (Beginning of Year)
9th	27
10th	28
11th	53
12th	37

2016-17 AVID Enrollment by Grade Level

Grade	Number of Students Enrolled in the AVID Elective (Beginning of Year)
9th	33
10th	53
11th	38
12th	36

Percentage of AVID Elective Students and All Students in Each Ethnic Group

	Hispanic or Latino		African American		White		Asian		Am. Indian or Alaska Native		Other	
	All Students	AVID Students	All Students	AVID Students	All Students	AVID Students	All Students	AVID Students	All Students	AVID Students	All Students	AVID Students
2018	34%	32%	11%	8%	4%	2%	43%	48%	0%	0%	8%	9%
2017	36%	31%	10%	9%	4%	1%	43%	52%	0%	0%	1%	0%
2016	35%	38%	11%	4%	6%	1%	44%	51%	0%	1%	4%	5%
2015	33%	34%	13%	10%	6%	2%	38%	43%	0%	0%	10%	11%

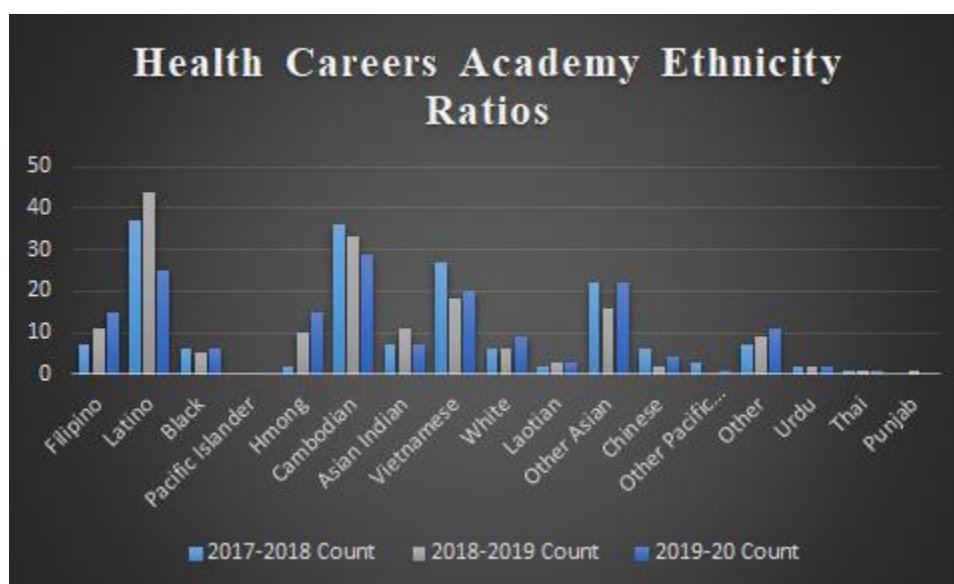


Beginning in their sophomore year, students have the opportunity to enroll in the Health Careers Academy (HCA) cohort that is offered. The Health Careers Academy is a California Partnership Academy. It is a three year Career Technical Education (CTE) academy with an industry focus on Patient Care. The program is designed to prepare and motivate students for a future career in the health field. Students are recruited during their freshman year and begin the program as sophomores. Students take three core CTE classes, one class per year. They have access to different academy elective courses in addition to their required classes for high school graduation. These classes include Human Diseases and Disorders, Anatomy & Physiology, and Dynamic Literacy in Patient Care. There are opportunities for the students to participate in college field trips, health fairs, blood drives, Cal-HOSA, and run for Hospital Occupations Students of America (HOSA) club officer positions. During their senior year, the students have an opportunity to interview with health care business partners for internships and to work with on-campus special needs classes. The goal is for students to learn knowledge-based work skills, to gain experience about the work environment, and to practice soft skills. There is an emphasis on participation with academy events

which is tied to receiving recognition at the end of senior year. Student recognition includes perfect yearly attendance, semester 3.0 GPA grades, graduation honor cords, and recognition medals.

Health Careers Academy Ethnicity Ratios

Ethnicity	2017-2018		2018-2019		2019-20	
	Count	Percentage	Count	Percentage	Count	Percentage
Filipino	7	4.2%	11	6.7%	15	9.1%
Latino	37	22.4%	44	26.7%	25	15.2%
Black	6	3.6%	5	3.0%	6	3.6%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Hmong	2	1.2%	10	6.1%	15	9.1%
Cambodian	36	21.8%	33	20.0%	29	17.6%
Asian Indian	7	4.2%	11	6.7%	7	4.2%
Vietnamese	27	16.4%	18	10.9%	20	12.1%
White	6	3.6%	6	3.6%	9	5.5%
Laotian	2	1.2%	3	1.8%	3	1.8%
Other Asian	22	13.3%	16	9.7%	22	13.3%
Chinese	6	3.6%	2	1.2%	4	2.4%
Other Pacific Islander	3	1.8%	0	0.0%	1	0.6%
Other	7	4.2%	9	5.5%	11	6.7%
Urdu	2	1.2%	2	1.2%	2	1.2%
Thai	1	0.6%	1	0.6%	1	0.6%
Punjab	0	0.0%	1	0.6%	0	0.0%
Total Number of Students	171		172		171	



Students at McNair have the opportunity to participate in the Math, Engineering, Science Achievement (MESA) Club. McNair's MESA club is sponsored by University of the Pacific and strives in providing educationally and economically disadvantaged students and their families with essential skills and resources to achieve success in school, career, life, and STEM-related disciplines. The MESA Program engages students' interest in STEM primarily through project - based team competitions and events, field trips, and short courses. MESA students meet together at least once a week after school to work together on their projects and other activities.

Key MESA Activities:

- STEM competitions and workshops
- College preparation
- Industry partnerships
- Mentorship
- Leadership training
- Parent events and teacher professional development

As part of the MESA program, students compete against other local high schools in contests such as bridge building, balsawood airplanes that make a right turn, prosthetic arms that can stack cups and move items from place to place, and a coding project designed to address the needs of a "customer." Students can also design and build a Rube-Goldberg type machine that consists of 4-8 sequential and dependent actions that utilize 4 distinct energy sources. MESA students demonstrate their creativity by coming up with other STEM related projects. They must build a prototype, come up with directions and pitch the idea to the judges during the MESA competition. The winning projects will then become the projects that are competed in during the Spring Challenge.

The Benefits of MESA:

- Pacific MESA center serves 1200 educationally underserved students in the Stockton area
- 91% of Pacific MESA seniors will be continuing on to an institute of higher education next year
- 23 scholarships were awarded to Pacific MESA Seniors continuing on to study STEM fields at The University of the Pacific
- 84% of Pacific MESA students that stated a career interest want to pursue a career in a STEM field
- 34% of Pacific MESA seniors are UC bound. On average MESA students are ~ 20% more likely to be admitted to a UC

Intervention programs are in place to support English Learners. Data on primary languages other than English and total proportion of EL students by CELDT/ELPAC category are given below. Students who are classified as English Learners and are in need of intervention are enrolled in the READ 180 program. Some of these students are subsequently enrolled in a year-long ELD transition course in combination with their regular ELA course. This includes English Learners, Reclassified English Learners (RFEPs), and English Only (EOs) students.

Primary Languages of EL Students by Grade Level

	9th Grade		10th Grade		11th Grade		12th Grade	
	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19
Cantonese	1	1		1			3	
Cebuano (Visayan)					1			1
Hindi				1				
Hmong	5	8	4	5	9	3	8	8
Japanese						2		
Khmer (Cambodian)	10	23	8	8	14	9	2	12
Lao		1	1		1	1		
Milen (Yao)			1				1	
Pashto	1	1	1	1		1		
Punjabi	3	5	3	2	4	2	1	1
Samoan			1					
Spanish	25	41	26	24	28	31	29	26
Tagalog	1	3	2	2	1	2	2	1
Urdu	3	2	5	4	4	5	3	5
Vietnamese	5	5	5	5	6	4	5	7
Other			1			1		

English Learner Data

	2016	2017	*2018	2016	2017	*2018	2016	2017	*2018	2016	2017	*2018
	Grade 9			Grade 10			Grade 11			Grade 12		
Advanced	10%	6%		12%	6%		20%	6%		21%	14%	
Early Advanced	44%	37%	33%	46%	39%	16%	37%	41%	15%	33%	46%	30%
Intermediate	26%	26%	43%	18%	33%	30%	24%	29%	33%	15%	13%	38%
Early Intermediate	10%	18%	18%	11%	13%	27%	5%	9%	30%	14%	13%	16%
Beginner	10%	13%	6%	13%	9%	27%	13%	14%	22%	17%	14%	16%

* Early Advanced/Advanced on CELDT (2016 & 2017) tallied same as Level 4 on ELPAC (2018) since both qualify for redesignation.

To address the poor academic achievement of freshman students, McNair High School instituted several strategies to reverse this trend. The Seminar 101 elective for all incoming freshmen was implemented in 2016-17 (the program was introduced for some Freshmen during the 2015-16 school year) and is currently a requirement for all Freshmen students who are not enrolled in AVID or designated Special Ed.. Seminar 101 is designed to prepare high school students to be economically self-sufficient citizens upon graduation through the exploration of college and/or career options and the creation of a detailed life plan. It also provides relevance for the high school experience and lessons in Digital Citizenship.

To address freshman performance, McNair teacher leaders also have developed a group of upperclassmen mentors to facilitate team-building activities with incoming freshmen. These Link Crew mentors meet with freshmen students throughout the school year to provide additional support by facilitating a peer-to-peer motivational intervention during the school day. This is done by teachers contacting the Link Crew Teacher (usually through email), and requesting that Link Crew mentors (upperclassmen students) pull individual freshman students out of class for a peer-to-peer intervention. Link Crew mentors speak with freshmen students for about five to twenty minutes and meet with individual freshman students continuously until a change in behavior is achieved.

To address sophomore performance, McNair student leaders who are enrolled in the Conflict Mediation course meet with struggling sophomore students. Like Link Crew, student leaders in Conflict Mediation meet with struggling sophomores throughout the school year to provide peer-to-peer motivational intervention during the school day.

In addition to focusing on freshman academic performance, the staff at McNair High School has used the Professional Learning Community (PLC) process to begin norming grading practices schoolwide. Teachers have continued to use common assessments in almost every subject area, though some singletons, project-based courses, and new courses have yet to develop common

formative assessments. Teachers of these courses are in the process of developing common formative assessments. Essentially, departments are at various phases of utilizing common formative assessments as this process is ongoing, and curriculum, standards, staff, and offerings are ever-changing. This continual process of developing and utilizing common formative assessments has facilitated discussions regarding increased student achievement and collaboration among staff. Teachers in core areas use common summative assessments in the form of District Benchmark Exams given at the semester mark.

Demographic Data - Free and Reduced Lunch

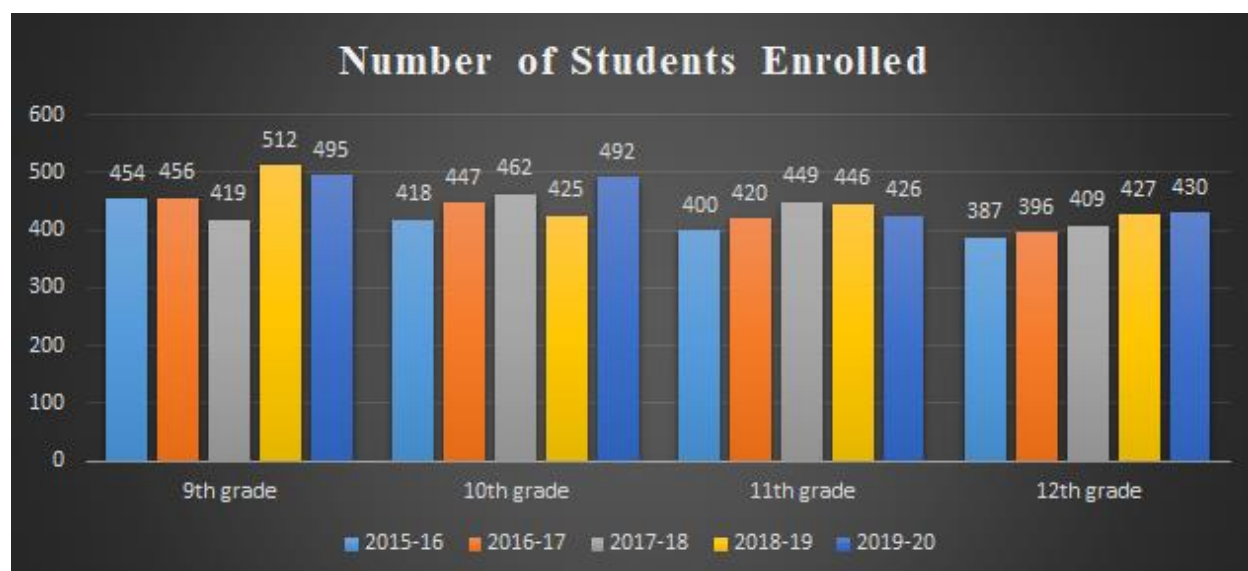
McNair High School serves a community that is relatively high-poverty. For the 2018/2019 school year or 78% of McNair's student population received free or reduced lunch.

Enrollment Data

As of November of 2019, McNair High's total enrollment is 1843, an increase from the 2018-19 school year of 33 students. The gender breakdown is approximately half male and half female. The ethnic groups have remained fairly consistent over the years. McNair High has approximately 94% minority enrollment in 2019-20.

Number of Students Enrolled

Year	9th grade	10th grade	11th grade	12th grade	Total
2019-20	495	492	426	430	1843
2018-19	512	425	446	427	1810
2017-18	419	462	449	409	1739
2016-17	456	447	420	396	1719
2015-16	454	418	400	387	1659



Enrollment by Ethnic Group

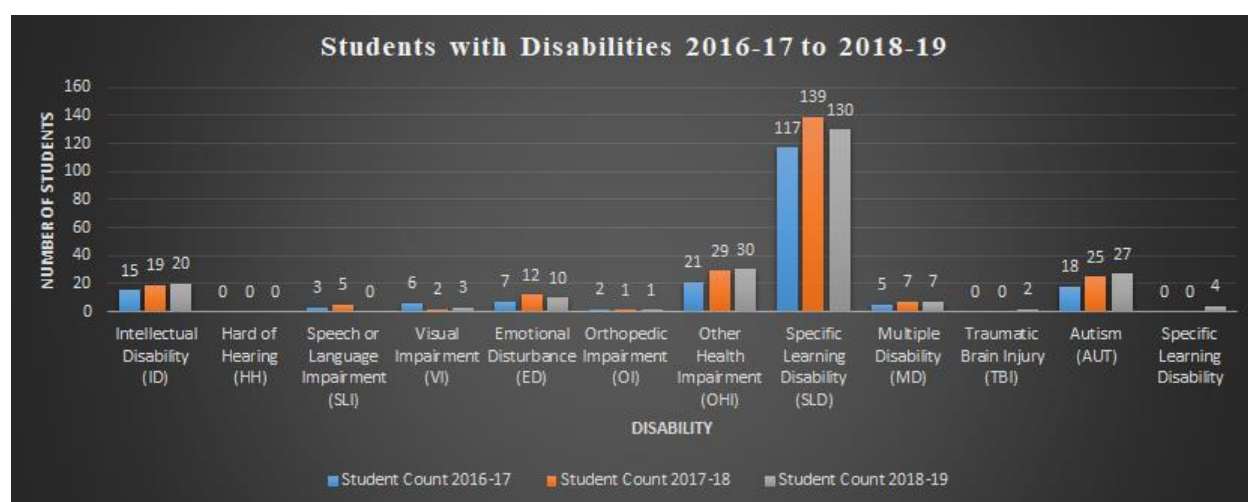
Year	American Indian / Alaskan	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple/ No Response	Totals
2019-20	5 (0.3%)	727 (39.5%)	31 (1.7%)	86 (4.7%)	661 (35.9%)	196 (10.6%)	82 (4.5%)	55 (3.0%)	1843
2018-19	4 (0.2%)	712 (39.5%)	32 (1.8%)	98 (5.4%)	630 (34.9%)	202 (11.2%)	79 (4.4%)	48 (2.7%)	1805
2017-18	7 (0.4%)	710 (37.8%)	29 (1.5%)	96 (5.1%)	659 (35.1%)	216 (11.5%)	82 (4.4%)	77 (4.1%)	1876
2016-17	8 (0.5%)	671 (39.0%)	35 (2.0%)	108 (6.3%)	601 (35%)	178 (10.4%)	86 (5.0%)	15 (0.9%)	1719
2015-16	5 (0.3%)	627 (37.8%)	32 (1.9%)	116 (7.0%)	579 (34.9%)	185 (11.2%)	94 (5.7%)	21 (1.3%)	1659
2014-15	2 (0.1%)	633 (38.3%)	29 (1.8%)	109 (6.6%)	544 (32.9%)	213 (12.9%)	103 (6.2%)	20 (0.5%)	1653 (100%)

From the 2016-17 school year to the 2017-18 school year, McNair High School has seen an increase in the total number of students with disabilities. The number of students with disabilities has remained relatively consistent from 2017-18 to 2018-19.

Students with Disabilities 2016-17 to 2018-19

Disability	Student Count 2016-17	Student Count 2017-18	Student Count 2018-19
Intellectual Disability (ID)	15	19	20
Hard of Hearing (HH)	0	0	0
Speech or Language Impairment (SLI)	3	5	0
Visual Impairment (VI)	6	2	3
Emotional Disturbance (ED)	7	12	10

Orthopedic Impairment (OI)	2	1	1
Other Health Impairment (OHI)	21	29	30
Specific Learning Disability (SLD)	117	139	130
Multiple Disability (MD)	5	7	7
Traumatic Brain Injury (TBI)	0	0	2
Autism (AUT)	18	25	27
Specific Learning Disability	0	0	4
Total Students	194	239	234



Instructional Materials

McNair teachers are active participants in district-wide textbook adoptions. Curricula adopted by Math (College-Preparatory Mathematics) and English (StudySync) are aligned with the Common-Core State Standards. McNair teachers have not only adopted curricula that align with the content standards, but also have implemented practice standards. The content standards and practice standards are embedded in the Math curriculum and are included in teachers' daily lessons. Members of both the English Language Arts Department and Math Department participated in adoption of their respective curricula. For the 2020-21 school year, Lodi Unified will be adopting new science curriculum. McNair Science teachers, along with other teachers in the district, are currently piloting various new science curricula. McNair science teachers are active in the process of integrating the Next Generation Science Standards (NGSS) into their classes.

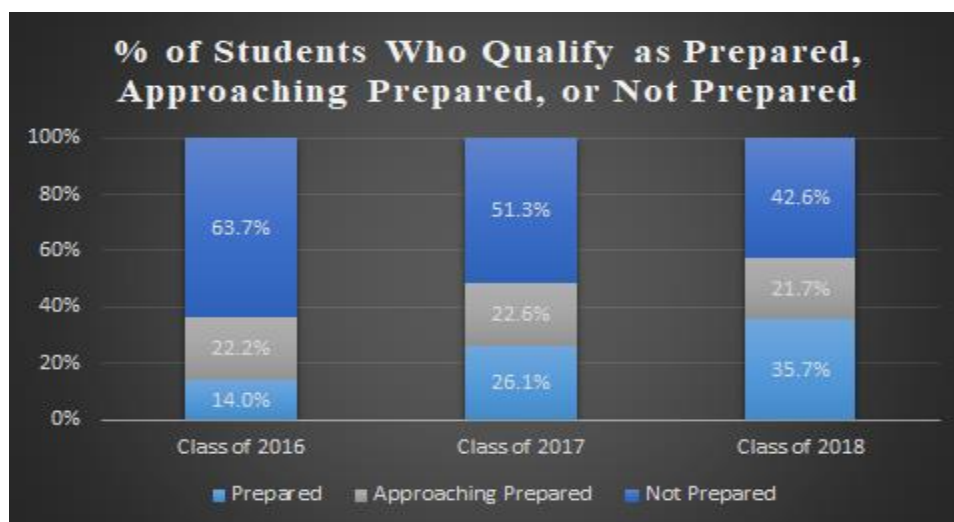
College/Career

McNair High School has seen a consistent increase in the proportion of students who are classified as Prepared for college and career. For students to be deemed prepared by the California Department of Education (CDE), they must meet criteria set forth by the CDE on Smarter Balanced

Summative Assessments, score 3 or higher on multiple Advanced Placement Exams, fulfil A-G requirements, and/or complete a Career Technical Education pathway.

Percent of Students Per Year Who Qualify as Prepared, Approaching Prepared, or Not Prepared

	Class of 2016	Class of 2017	Class of 2018
Prepared	14.0%	26.1%	35.7%
Approaching Prepared	22.2%	22.6%	21.7%
Not Prepared	63.7%	51.3%	42.6%



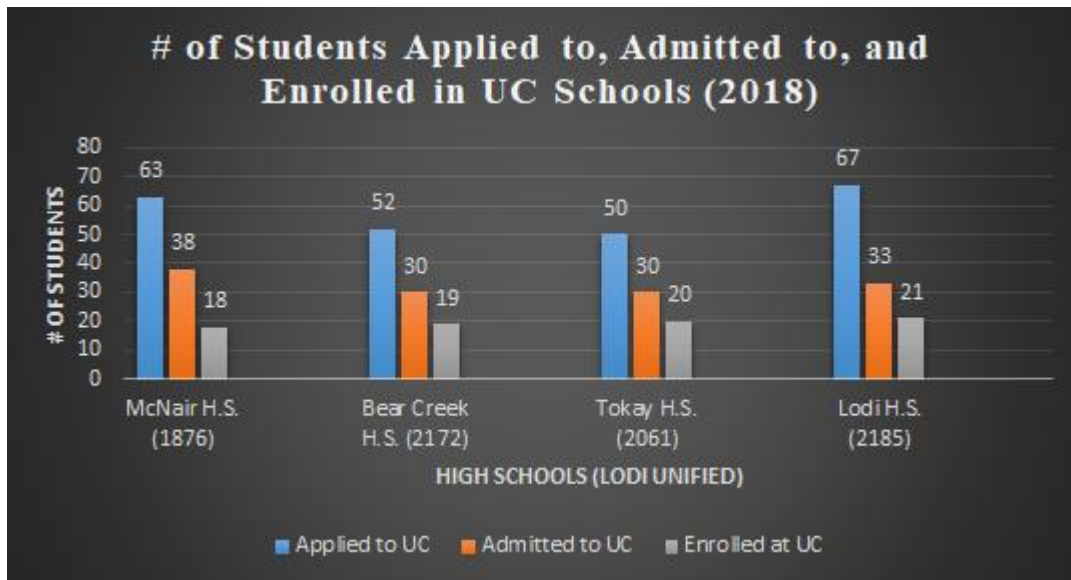
The proportion of students classified as Prepared for College/Career increased by about 10% per year for the graduating classes of 2016, 2017, and 2018.

For 2018, the proportion of McNair students admitted to a UC school was higher than any of the other comprehensive high schools in Lodi Unified School District. This is despite having fewer students than any of the other LUSD comprehensive high schools.

University of California - Number of Students Applied, Admitted, and Enrolled (2018)

	Applied to UC	Admitted to UC	Enrolled at UC
McNair H.S. (1876)	63	38	18
Bear Creek H.S. (2172)	52	30	19
Tokay H.S. (2061)	50	30	20
Lodi H.S. (2158)	67	33	21

* 2018 total enrollment in (); Percent of socioeconomically disadvantaged - 2018: McNair - 78%, Bear Creek - 59%, Tokay - 65%, Lodi - 52%

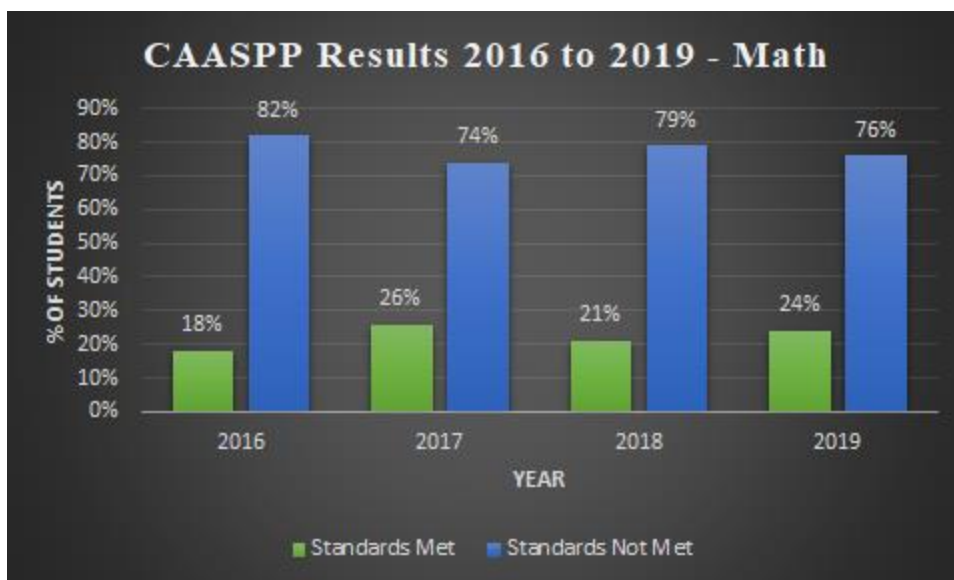


Pupil Achievement Outcomes

McNair High has completed four years of testing under the California Assessment of Student Performance and Progress (CAASPP) system.

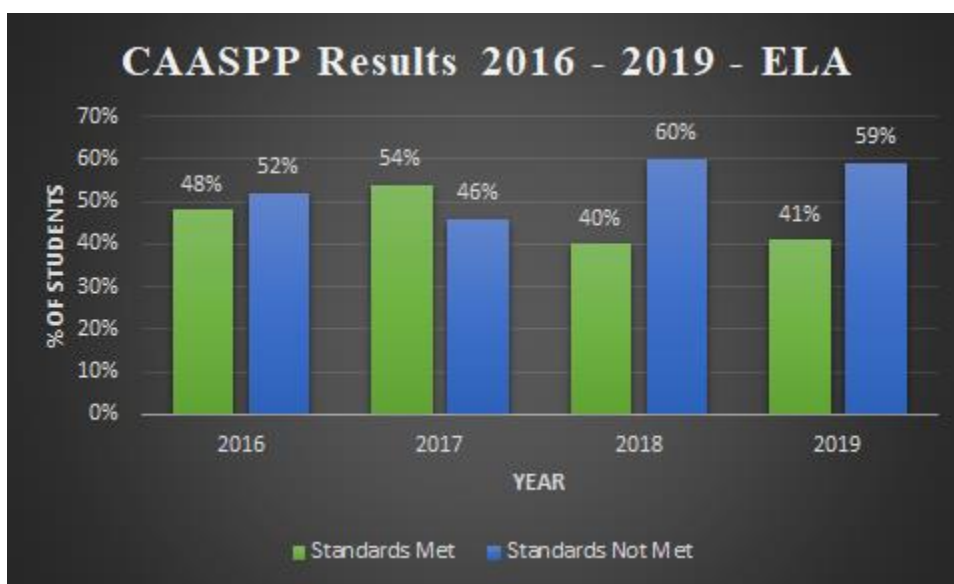
CAASPP Results 2016 to 2019 - Math

	2016	2017	2018	2019
Standards Met	18%	26%	21%	24%
Standards Not Met	82%	74%	79%	76%



CAASPP Results 2016 - 2019 - ELA

	2016	2017	2018	2019
Standards Met	48%	54%	40%	41%
Standards Not Met	52%	46%	60%	59%

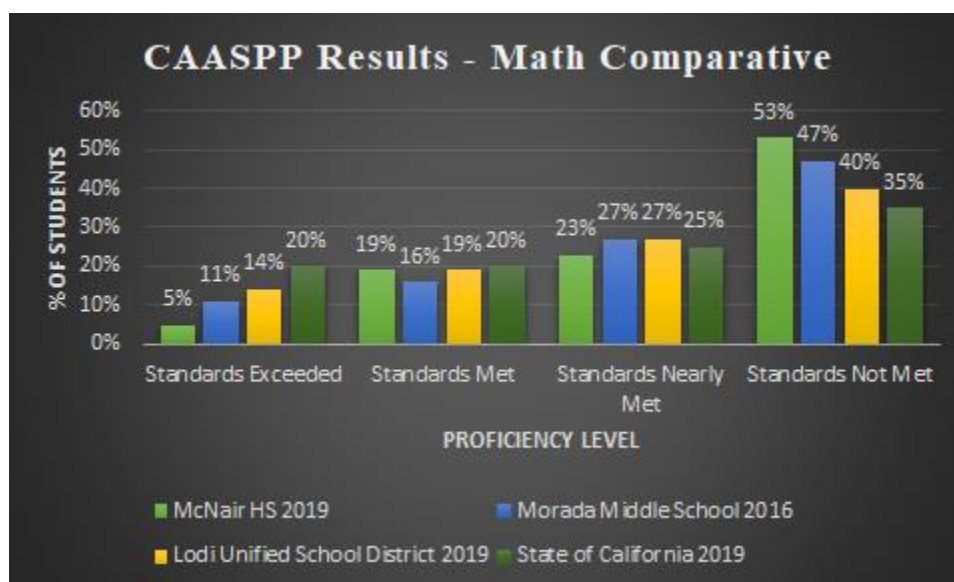


CAASPP Results - Local and State-Wide Comparisons

Below are the McNair CAASPP Math results for Juniors in 2019 compared to Morada Middle School (McNair's feeder middle school) for eighth graders in 2016, as well as Lodi Unified School District and the State of California. More than 90% of Morada Middle School students subsequently attend McNair.

CAASPP Results - Math Comparative

	McNair HS 2019	Morada Middle School 2016	Lodi Unified School District 2019	State of California 2019
Standards Exceeded	5%	11%	14%	20%
Standards Met	19%	16%	19%	20%
Standards Nearly Met	23%	27%	27%	25%
Standards Not Met	53%	47%	40%	35%

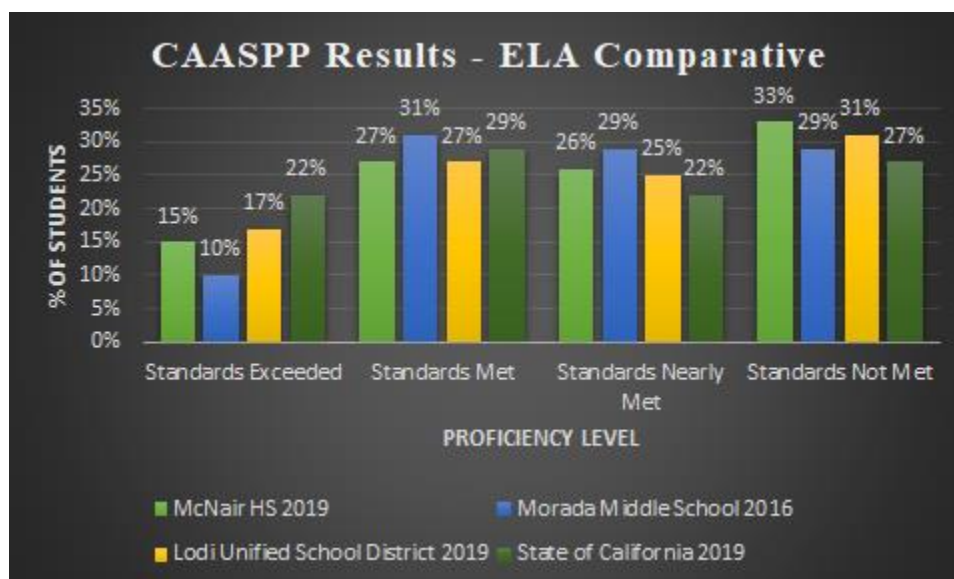


These data show a slight decrease of students meeting or exceeding standards in Mathematics between Morada Middle School in 2016 and McNair High School in 2019 (from 27% to 24%). This is despite a slight increase in McNair students meeting or exceeding standards in Mathematics from 2018 to 2019 (from 21% to 24%). Students from other local middle schools such as Delta Sierra, Christa McAuliffe, and others also attend McNair, though a large proportion of students from these other middle schools attend other high schools as well.

Below are the McNair CAASPP ELA results for Juniors in 2019 compared to Morada Middle School for eighth graders in 2016, as well as Lodi Unified School District and the State of California.

CAASPP Results - ELA Comparative

	McNair HS 2019	Morada Middle School 2016	Lodi Unified School District 2019	State of California 2019
Standards Exceeded	15%	10%	17%	22%
Standards Met	27%	31%	27%	29%
Standards Nearly Met	26%	29%	25%	22%
Standards Not Met	33%	29%	31%	27%

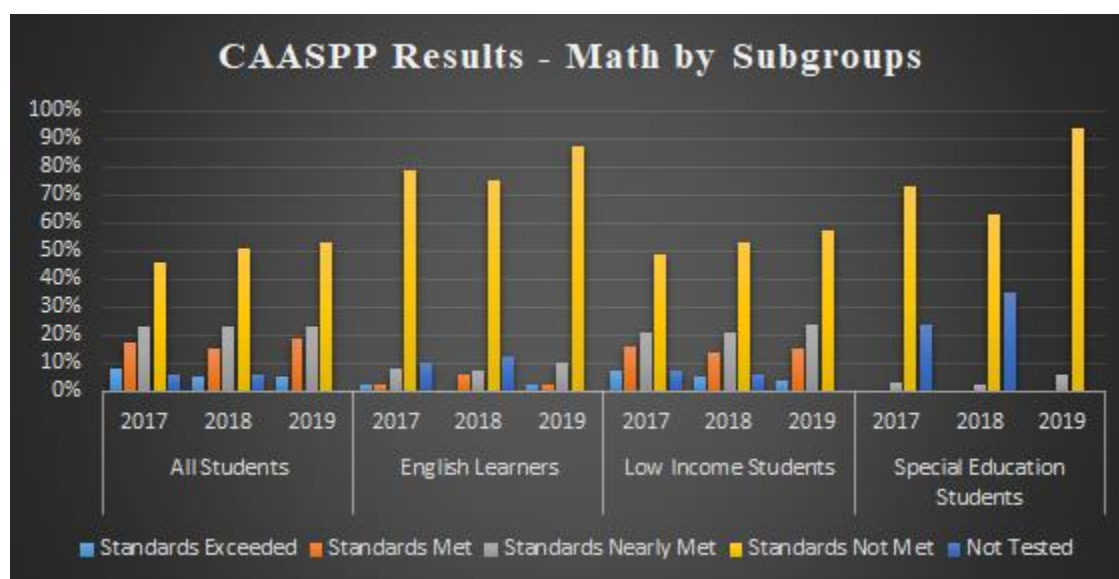


These data show that the proportion of students meeting or exceeding standards stayed approximately the same between Morada Middle School in 2016 and McNair's Junior class in 2019 (from 41% to 42%). The proportion of students exceeding the standards was higher for McNair Juniors in 2019 than Morada eighth graders in 2016 (15% vs. 10%). 15% of McNair Juniors exceeded the standards in English, compared to 17% exceeding standards district-wide.

CAASPP results for McNair High School in Math by Subgroup are listed below.

CAASPP Results - Math by Subgroups

	All Students			English Learners			Low Income Students			Special Education Students		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Standards Exceeded	8%	5%	5%	2%	0%	2%	7%	5%	4%	0%	0%	0%
Standards Met	17%	15%	19%	2%	6%	2%	16%	14%	15%	0%	0%	0%
Standards Nearly Met	23%	23%	23%	8%	7%	10%	21%	21%	24%	3%	2%	6%
Standards Not Met	46%	51%	53%	79%	75%	87%	49%	53%	57%	73%	63%	94%
Not Tested	6%	6%		10%	12%		7%	6%		24%	35%	

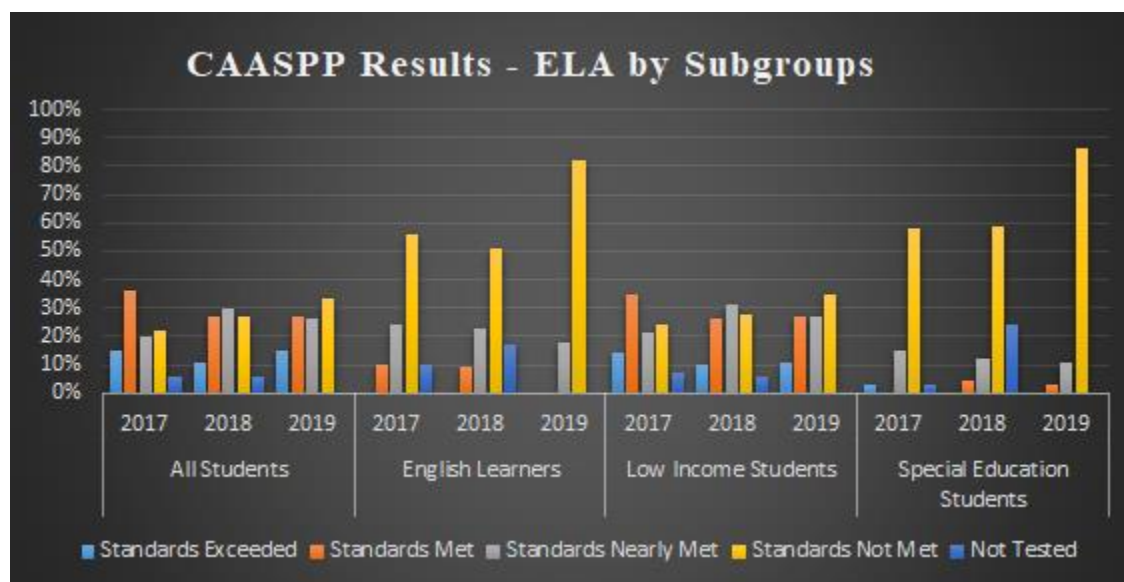


These data show that English Learners and Special Education students are performing below the rest of the school population in Mathematics.

CAASPP results for McNair High School in ELA by Subgroup are listed below.

CAASPP Results - ELA by Subgroups

	All Students			English Learners			Low Income Students			Special Education Students		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Standards Exceeded	15%	11%	15%	0%	0%	0%	14%	10%	11%	3%	0%	0%
Standards Met	36%	27%	27%	10%	9%	0%	35%	26%	27%	0%	4%	3%
Standards Nearly Met	20%	30%	26%	24%	23%	18%	21%	31%	27%	15%	12%	11%
Standards Not Met	22%	27%	33%	56%	51%	82%	24%	28%	35%	58%	59%	86%
Not Tested	6%	6%		10%	17%		7%	6%		3%	24%	



These data show that English Learners and Special Education students are performing below the rest of the school population in English Language Arts. The proportion of English Learners meeting standards decreased between 2018 to 2019 from 9% to 0% meeting standards. Low-Income students perform approximately the same as the population of the school at large in both ELA and Mathematics. This is due to a large proportion of McNair students (78%) being classified as low-income.

The following are the district benchmark results in mathematics by subgroup.

District Benchmark Results - Math by Subgroups

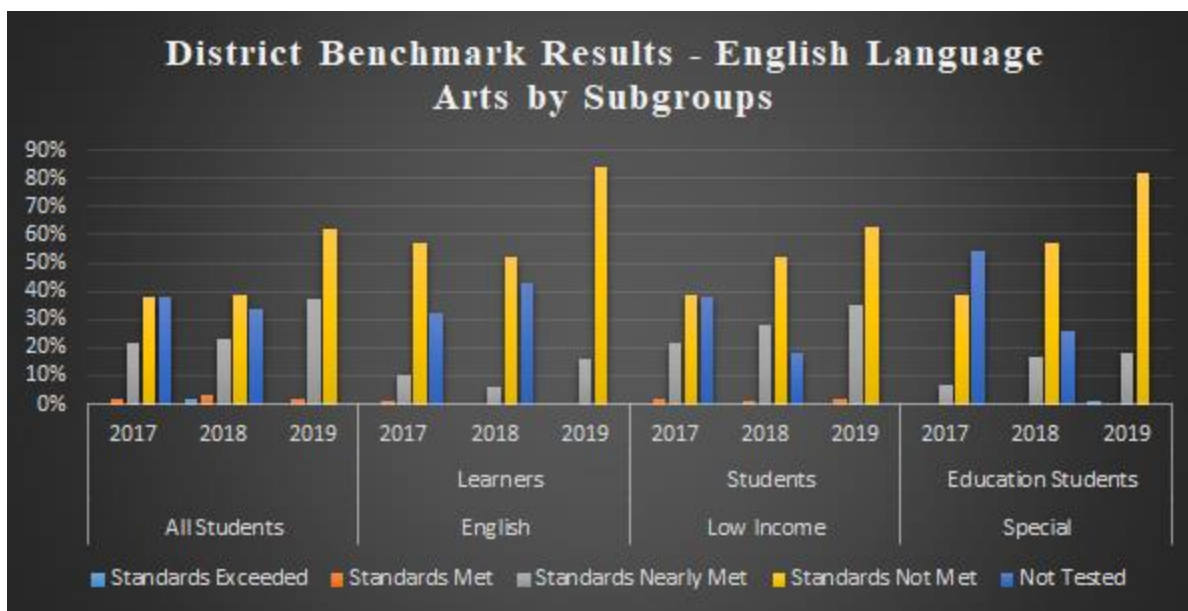
	All Students			English Learners			Low-Income Students			Special Education Students		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Standards Exceeded	2%	4%	4%	1%	5%	5%	2%	4%	3%	0%	1%	5%
Standards Met	19%	24%	26%	16%	18%	17%	19%	23%	29%	6%	14%	22%
Standards Nearly Met	43%	43%	51%	33%	41%	42%	43%	43%	53%	31%	31%	37%
Standards Not Met	19%	11%	20%	16%	15%	37%	16%	12%	14%	13%	9%	37%
Not Tested	21%	18%		33%	22%		20%	18%		49%	45%	

Results of the District Benchmarks in math show slight increases in the proportions of all students meeting or exceeding standards from 2017 to 2019.

The following are the district benchmark results in English Language Arts by subgroup.

District Benchmark Results - English Language Arts by Subgroups

	All Students			English Learners			Low Income Students			Special Education Students		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Standards Exceeded	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%
Standards Met	2%	3%	2%	1%	0%	0%	2%	1%	2%	0%	0%	0%
Standards Nearly Met	22%	23%	37%	10%	6%	16%	22%	28%	35%	7%	17%	18%
Standards Not Met	38%	39%	62%	57%	52%	84%	39%	52%	63%	39%	57%	82%
Not Tested	38%	34%		32%	43%		38%	18%		54%	26%	



These data show an overall increase in students nearly meeting the standards on district benchmark ELA exams from 2018 to 2019. These data also show English Learners and Special Education students performing below the rest of the population of McNair students on the ELA benchmark exams. A much higher proportion of McNair students met or exceeded standards on the CAASPP (41% met or exceeded standards in ELA on the CAASPP in 2019) than the district benchmark in ELA. This shows that the district benchmark exams are not normed with the CAASPP. Benchmark exams are continuously being rewritten by committees of teachers and coaches at the district level.

Parent Input

All stakeholders at McNair High School work to improve the engagement of parents/guardians as partners in their student's education. To achieve this, McNair aims to assist teachers, counselors, administration, and other school staff members in developing, maintaining, and reinforcing positive relationships with parents in order to increase student achievement. This includes creating a strong environment where parents are partners in the education process for their student. To facilitate this goal, staff members solicit parents to be part of School Site Council, Athletic Boosters, Music Boosters, Clubs, Coffee w/Counselors and other activities within the McNair High community. McNair High makes use of newsletters, flyers, school marquee, Peachjar Digital Flyers, the Lodi Unified Mobile App and the Blackboard Mass Communication System to keep parents updated on school events and activities. Teachers attend parent conferences and ISTs for students, and work together to provide coverage for each other so that they may attend these meetings. Also, clerical support is utilized for additional communications with parents.

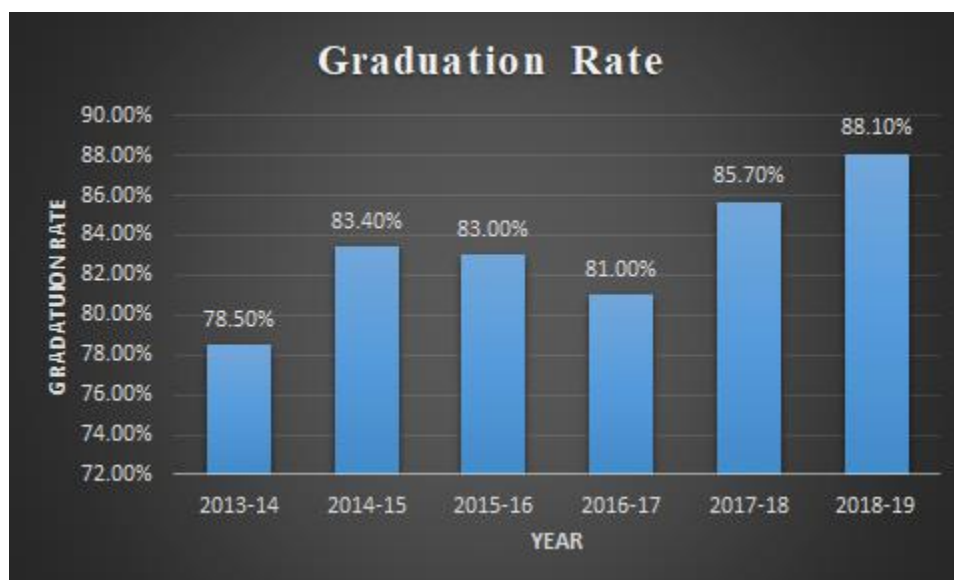
Graduation Rates

The trendline for graduation rates at McNair is increasing. Staff members keep students on track towards graduation. Specifically, counselors continuously meet with all students and parents to update them on their progress towards graduation. Counselors and teachers meet with students to identify special programs available to bring about greater student success. Students are offered credit recovery options that are available to all students after school, including Lodi Unified Adult Education program, Cyber High through Lodi Unified Independent Study, and the Lodi Unified Continuation School Program. Graduation activities, requirements, planning, and timelines are made known to students and parents throughout the school year. Scholarship, financial aid, and vocational options are reviewed with all students by counselors and the Career Center Technician.

Graduation Rate - McNair

Year	Graduation Rate
2018-19	88.1%
2017-18	85.7%
2016-17	81.0%
2015-16	83.0%
2014-15	83.4%
2013-14	78.5%

McNair's 2018-19 graduation rate of 88.1% is 5.1% higher than the 2018 state-wide average graduation rate of 83%, and 2.4% higher than the previous year at McNair.



Discipline

McNair staff has the goal of decreasing pupil suspensions. To achieve this, McNair utilizes a Positive Behavioral Intervention and Supports system (PBIS) which began in the 2015-16 school year. Teachers have collectively established and contributed to this system. Teachers and administrators have gone through a variety of exercises at staff meetings to help clarify the objectives of PBIS and to facilitate the norming of disciplinary policy across the school. At the beginning of the school year, teachers go through the SOAR behavior matrix with students, and fill these matrices out in their classrooms with the students. Students participate in making videos that are available on the school website which go over how to behave in the common areas.

Suspension Rate by Year

2016	2017	2018
9.0%	9.6%	6.4%



These data show that the percentage of students who were suspended from 2017 to 2019 decreased by 3.2 percent. This is an overall 33% decrease in suspensions from 2017 to 2018.

Suspension Rate by Group 2017-18 to 2018-19

Group (Number of Students, 2018)	% Suspended 2017-18	% Suspended 2018-19	Difference (2017-18) - (2018-19)
Socioeconomically Disadvantaged (1623)	10.9%	7.0%	3.9%
Asian (700)	4.4%	3.1%	1.3%
Hispanic (689)	13%	8.3%	4.7%
English Learners (315)	12.1%	7%	5.1%

Students with Disabilities (222)	20.5%	11.7%	8.8%
African American (218)	20.3%	11.9%	8.4%
Filipino (112)	0.9%	0.0%	0.9%
White (83)	2.1%	8.4%	-6.3%
Two or More Races (38)	21.6%	7.9%	13.7%
Pacific Islander (36)	22.2%	13.9%	8.3%
Foster Youth (31)	27.4%	16.1%	11.3%
Homeless (22)	55.3%	31.8%	-23.5%

These data show a decrease in the number of students being suspended in 10 out of 12 subgroups.

The following data show referrals by ethnicity from the 2017/18 school year to present.

Referrals by Ethnicity - 2017/18 School Year

Total Enrollment = 1672	Total Enrollment by Ethnicity	Percent of Enrollment by Ethnicity	Percentage of Enrollment Referred	Difference (Percent Enrolled) - (Percent Referred)
Hispanic or Latino	601	35.94%	29.49%	6.45
American Indian	8	0.48%	0.24%	0.24
Asian	755	45.16%	11.24%	33.92
Pacific Islander	30	1.79%	2.33%	-0.54
African American	178	10.65%	17.64%	-6.99
White	68	4.07%	2.39%	1.68
Multi-Ethnic (Non - Hispanic)	16	0.96%	0.48%	0.48

Referrals by Ethnicity - 2018/19 School Year

Total Enrollment = 1775	Total Enrollment by Ethnicity	Percent of Enrollment by Ethnicity	Percentage of Enrollment Referred	Difference (Percent Enrolled) - (Percent Referred)
Hispanic or Latino	601	33.86%	9.75%	24.11
American Indian	4	0.23%	0.0%	0.23
Asian	814	45.86%	3.38%	42.48
Pacific Islander	29	1.63%	0.34%	1.29
African American	205	11.55%	6.20%	5.35
White	76	4.28%	1.01%	3.27
Multi-Ethnic (Non - Hispanic)	21	1.18%	0.62%	0.56

Referrals by Ethnicity - July 31 to September 28, 2019

Total Enrollment = 1843	Total Enrollment by Ethnicity	Percent of Enrollment by Ethnicity	Percentage of Enrollment Referred	Difference (Percent Enrolled) - (Percent Referred)
Hispanic or Latino	661	35.9%	18.4%	17.5
American Indian	5	0.3%	0.0%	0.3
Asian	813	44.2%	4.5%	39.7
Pacific Islander	31	1.7%	15.6%	-13.9
African American	196	10.6%	37.4%	-26.8
White	82	4.5%	17.9%	-13.4
Multi-Ethnic (Non - Hispanic)	55	3.0%	44.4%	-41.4

These data show some increases in the number of referrals written for students belonging to some ethnic groups for the first quarter of the 2019-20 school year. Since these data only apply to the first quarter of the 2019-20, staff still has time to respond to this data and discuss, implement, and utilize PBIS strategies to effectively achieve better behavioral outcomes and to implement effective behavioral interventions. These data show a consistent decrease in the proportion of Hispanic students being referred.

The table below shows the number of referrals by violation by semester.

Number of Referrals With Respect to Violation by Semester

Violation	Term 1 Semester 1 (July 31 - September 28)	Term 1 Semester 2 (October 15 - December 21)	Term 2 Semester 1 (January 7 - March 8)	Term 2 Semester 2 (March 25 - May 31)	Number of Referrals
Failure to Serve Detention	7	26	22	2	59
Disruptive/Defiant	47	56	41	72	288
Unsafe Behavior	2	2	6	5	20
Inappropriate Language	3	6	1	2	14
Committed an Obscene Act 48900 (i)		2		3	8
Out of Class Without a Pass	46	132	97	45	365
Caused, attempted or threatened 48900 (A1)	15	16	4	3	41
Willfully Used Force or Violence upon another person 48900 (a)(2)	7	19	9	6	47
Electronic Device					0
Leaving Campus Without Permission	22	19	37	10	98
Unlawfully Possessed 48900 ©	7	6	14	16	59
Possession/Sales 48900 (d)			1		1
Intentionally Engaged in Harassment 48900 (.4)	2	11	1		14
Committed Robbery/Extortion 48900 €					0
Damaged School Property 48900 (f)		4			4
Stole or attempted to Steal 48900 (g)		3	9		12
Harrassed, Threatened or Int. 48900 (0)		7	1		8
Made Terroristic Threats 48900 (.7)		1			1

Abuse of Hall Pass Privilege		18	23	5	51
Hat Violation					0
Law Enforcement Reference					0
Verbal Abuse		1		2	5
Sexual Harassment (.2)	1	3		3	10
Possession of a knife (b)		2	1		3
Possession of Tobacco/Paraphenelia			6		6
Other Campus Infraction	3	11	1	2	19
Cheating/Dishonest			1		1
Disrupted School Activities (k)	4	14	1	10	39
Robbery/Theft		2			2
Gambling			1		1
Scuffle	4	1			5
Aids or Abets 48900 (t)		1		2	5
Fighting	2	1			3
Bullying	2	1	1		4
Vandalism					0
Failure to Serve On Campus Suspension					0
Class Suspension		1			1
Offensive Social Behavior		1			1
Hate Speech	1			1	3
48900 (h) Possess or used tobacco, or any products containing tobacco or nicotine products				1	2
48900 (j) Had unlawful possession of, unlawfully offered, arranged or negotiated to sell any drug paraphernalia				1	2
Inappropriate Dress				1	2
Totals	175	367	278	192	1195

The table below shows the administration of disciplinary consequences by semester for the 2018-19 school year.

Disciplinary Consequences 2018-19 School Year by Semester

	Term 1 Semester 1 (Aug 31 - Sep 29)	Term 1 Semester 2 (Oct 16 - Dec 21)	Term 2 Semester 1 (Jan 8 - Mar 9)	Term 2 Semester 2 (Mar 26 - Jun 2)	2018-2019 School Year Total
Detention	208	180	169	62	619
On Campus Intervention	66	95	69	81	311
Suspension	43	82	28	43	196
Expulsion	4	2	5		11
Behavior Contract		1	8	8	17
Counseled	6		1	1	8
Warning		3	3	3	9
Parent Contacted			4		4
Susp w/no fight contract	1	2	2		5
Temp Class Exclusion	3	1			4
Suspended Expulsion		2	1	1	4
Teacher Suspension		1	1		2
Arrested	1				1
Behavior Intervention	1			2	3
Citation		1			1
Lunch Clean Up		1			1
Time Out			1	2	3

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

New Administration: Three of the four administrators have changed since the 2016-2017 Self Study and subsequent visit. Principal Jim Davis transferred to another school in Lodi Unified, while Vice Principal Martha Dent and Assistant Principal Gurk Jagpal left for jobs outside of Lodi Unified School District.

New administration includes Mark Dawson, former Principal of Plaza Robles Continuation School. Mark previously served as an Assistant Principal at McNair High School from 2010-2013. He has been in Lodi Unified School District, first as a teacher then as an administrator since 2000.

Nicole Vertar is the new new Vice Principal. She came to McNair High School first as an Assistant Principal to fill Mr. Jagpal's vacancy at the beginning of the 2017-2018 school year. Before this, Ms. Vertar gained administrative experience working at Morada Middle School, as well as at the Lodi Unified's school for expelled students who attend special day classes. After a few months to familiarize herself with McNair High School, Ms. Vertar was hired as the best candidate to fill the Vice Principal position vacated by Martha Dent.

Vanessa Jara was hired as an assistant principal prior to the start of the 2019-2020 school year. Ms. Jara replaced Dr. Stacy Kahn, who took another position in Lodi Unified. Before moving into administration, Ms. Jara was with Lodi Unified as a teacher for 12 years. Ms. Jara taught for one year at Christa McAuliffe Middle School before moving to Middle College High School, where she taught for 11 years.

The only remaining administrator from the previous WASC visit is Brian Bethards, who was in his first years as Assistant Principal during the last visit. Mr. Bethards has been at Lodi Unified School District for twelve years, first as a teacher, then as an instructional coach in the district office, and then as Assistant Principal at McNair, where he is working in his first administrative job.

Intervention within the school day:

Teacher leaders and various other staff members at McNair have been working continuously to develop a Response to Intervention (RTI) program where students get extra help in their courses during the school day. McNair piloted an RTI schedule on the week of November 18th. During this altered schedule, students who needed extra help in a class were required to stay in that class for the 32-minute intervention period. Students who were not in need of extra help were given the opportunity to participate in various enrichment classes offered by teachers on their prep period.

At the end of the week when this schedule was piloted, teacher leaders held an open forum in the library to gain student input on how the intervention schedule served them. Teacher leaders also sent out staff surveys to gain input on the effectiveness of the intervention schedule/program pilot.

	Monday	Tuesday	Wednesday	Thursday	Friday
P1	7:20-8:42 (82 min)	7:20-8:42 (82 min) + Intervention 8:42-9:14 (32 min)	7:20-8:35 (75 min)	7:20-8:42 (82 min)	7:20-8:42 (82 min)
Brunch	8:42-8:51 (9 min)	9:14-9:23 (9 min)	8:35-8:44 (9 min)	8:42-8:51 (9 min)	8:42-8:51 (9 min)
P2	8:57-10:24 (87 min)	9:29-10:56 (87 min)	8:50-10:10 (80 min)	8:57-10:24 (87 min) + Intervention 10:24-10:56 (32 min)	8:57-10:24 (87 min)
EL/ P3b	EL 10:24-10:54 (30 min)/ 11:00-12:22 (82 min)	EL 10:56-11:26 (30 min)/ 11:32-12:54 (82 min)	EL 10:10-10:40 (30 min)/ 10:46-12:01 (75 min)	EL 10:56-11:26 (30 min)/ 11:32-12:54 (82 min)	EL 10:24-10:54 (30 min)/ 11:00-12:22 (82 min) + Intervention 12:22-12:54 (32 min)
P3a/ LL	10:30-11:52 (82 min)/ LL 11:52-12:22 (30 min)	11:02-12:24 (82 min)/ LL 12:24-12:54 (30 min)	10:16-11:31 (75 min)/ LL 11:31-12:01 (30 min)	11:02-12:24 (82 min)/ LL 12:24-12:54 (30 min)	10:30-11:52 (82 min) + Intervention 11:52-12:24 (32 min) / LL 12:24-12:54 (30 min)
P4	12:28-1:50 (82 min) + Intervention 1:50-2:22 (32 min)	1:00-2:22 (82 min)	12:07-1:22 (75 min) +CPT 1:22-2:22	1:00-2:22 (82 min)	1:00-2:22 (82 min)

Intervention for Credit Recovery During the School Day:

At the beginning of the 2019-2020 school year, McNair High School implemented a program that gives students the opportunity to recover credits during the school day. This initiative is part of the School Plan for Student Achievement (SPSA), is being funded through Title 1 and was approved

by the School Site Council. A fourth period credit recovery class was created each quarter. During the First and Third quarters social science classes were offered, and during the second and fourth quarter English classes were offered. The classes are taught by teachers who are credentialed in the subject and use APEX, an online learning platform, as the curriculum. During the first quarter, 25 of the 35, or 71% of students enrolled in the Social Science class were able to pass classes they had previously failed and recover credits. During the second quarter, 19 of the 30, or 63% of the students enrolled in the English class were able to pass classes they had previously failed and recover credits.

Tardy Policy:

During the 2018-2019 school year, a schoolwide tardy policy was implemented. McNair staff members are approaching the tardy policy from a PBIS and RTI perspective of providing rewards for good attendance and intervention for students who are struggling to get to class on time. After the first quarter of the 2019-2020 school year, the available data suggested that the policy was ineffective. The average number of tardies per week increased by nearly 200, while the average number of tardies per day increased by nearly 70. The staff is in the process of developing a tardy policy that is better integrated with McNair's PBIS and RTI approach. This may include offering tangible and attainable rewards to students who meet expectations and offering immediate and meaningful consequences to students who do not. The current policy will remain in place for the remainder of the 2019-2020 school year.

New Programs:

JROTC: The previous McNair principal, Jim Davis, worked for several years to bring an Army Junior Reserve Officers Training Candidacy (JROTC) program to McNair High School. The first attempt to establish a program occurred during the spring semester of the 2016-2017 school year. The program operated for a semester with a substitute instructor while a search was conducted for a full-time instructor. By the beginning of the 2017-2018 school year, a full-time instructor had not been hired, so the program was suspended. The second attempt to start the program occurred during the spring semester of the 2017-2018 school year. A full-time instructor was hired, unfortunately the individual who was hired left for another district in July of 2018. There was a concern that the program would be suspended again, if not cancelled entirely. At the beginning the 2018-2019 school year two instructors were hired, both Army veterans, each with 20 years of experience. One of the instructors resigned in June of 2019 after his spouse was transferred. A second instructor has accepted the position and is waiting for clearance from Cadet Command. As of August 2019, there were more than 80 students enrolled in the JROTC program.

Computer Science CTE Pathway: During 2019-2020 school year, McNair High School implemented a Computer Science Pathway as part of the district's initiatives and LCAP goals. These goals are to provide a broad course of study for all students and to increase the percentage of students who complete a four year Career and Technical Education (CTE) pathway. Students are currently enrolled in the introductory course in the pathway. The second course has been approved and will be offered beginning in the 2020-2021 school year. One of the long-term goals for the program will be to provide students with the opportunity to earn industry certification upon

completion of the pathway. The CTE Computer Science Pathway has the support of Lodi Unified School District, as well as the LUSD school board.

New Mobile App & Mass Communication System: Over Winter Break of 2018-19 Lodi Unified School District rolled out a mobile app for better communication with parents and students. This app had been in development, but the importance became more noticeable when school was canceled district-wide for the two days of Thanksgiving week due to poor air quality from the Camp Fire. Many students and parents did not receive the phone message that school was canceled. It is still too early to determine how successful the mobile app will be, or how many people downloaded it, but LUSD staff are hopeful that it will help to facilitate reliable communication within the LUSD community.

In addition to the mobile application, Lodi Unified upgraded the Blackboard Connect mass communication system to allow for school personnel to send information via text-message and push information directly to the mobile application. This will provide the staff at McNair with more methods to communicate with the community.

New Social Science Curriculum:

In the 2017-2018 school year, the Social Science textbooks and curriculum were updated for the first time since 2006. This was done on a district-wide level to better align with the new California Social Science Framework. The new Pearson textbooks were chosen for accessibility, including a substantial online component and textbook, so that students don't have to bring their books back and forth from home to school. This is something that had been an impediment to whole-group instruction in the past. The Pearson program also utilizes many instructional quests to address the Common Core skills of collaboration, communication, creativity, and critical thinking. McNair's previous WASC report made note of the lack of upper-level projects on a day-to-day basis in our classrooms.

Lodi Unified School District sought parent feedback before the new Social Science curriculum was adopted. Lodi Unified held two informational meetings, one at Bear Creek High School in Stockton, and one at Tokay High School in Lodi to gain parent feedback. While the district didn't have a meeting at McNair High School, McNair sent a social science teacher, Jason Byrd, to answer questions and offer teacher perspective. Most of the questions revolved around new statewide changes to the social science framework, specifically the inclusion of LGBTQ history.

New Teachers and Students:

For the 2019-20 school year, McNair welcomed nine new teachers to replace those who left McNair. Of the nine new teachers, four transferred into to McNair from other schools in Lodi Unified School District, two transferred in from other school districts and three are in their first year of teaching. Only one of the new teachers was hired on an intern credential, the other two are fully credentialed. This is a dramatic change from the 2018-2019 school year when there were 17 new teachers, 11 of whom were working as interns. McNair High School also continues to

experience an increase in student enrollment. Since the last full self study during the 2016-2017 school year, enrollment has increased by more than 7%.

PLC Lead Team/RTI Team:

During the 2016-2017 self study, McNair's "Lead Team" was very active in the leadership of the school. Over the past three years the PLC has dissolved and in its place the RTI team was formed. The RTI team has taken on the responsibility of coordinating McNair's efforts to provide intervention during the school day. This has included site visits, data collection, implementation, more data collection, data analysis and presentations to staff. The RTI team continues to grow as the staff continues to develop a viable intervention program.

Leadership Team:

The new administrative team took steps during the 2017-2018 school year to expand the site's leadership team and solicit input for a greater number of people. The department chair meetings were expanded to include individuals who were responsible for programs that had a significant impact on campus. This included the AVID Coordinator, the Student Activities Director, the LINK Crew Coordinator, the Athletic Director and the lead teacher for the Health Careers Academy. At the beginning of the 2018-2019 school year, the new leadership team was formalized and the purpose and rationale for the change was discussed during the first meeting.

Activities Director:

The position of Activities Director/Student Government teacher has been in flux over the past three years. Daniel Holmes, who had been in that position for a decade, stepped aside after the 2015-16 school year. Kayla Kersey, an English teacher who had graduated from McNair High School, took over for the next two years, but she moved away from the area after the 2017-18 school year. Gigi Mandujan, who had been our Yearbook coordinator, has taken over the role of Activities Director and teacher of the Student Government class.

Special Day Class (SDC) Diploma Pathway:

Beginning with the 2019-2020 school year, students who have an IEP and are classified as SDC students have the opportunity to earn their high school diploma. In previous years, many students who were classified as SDC would receive a Certificate of Completion or a Certificate of Achievement upon their completion of high school. Students in this situation would have earned at least 230 credits, however, they would not have earned the credits in the required areas. During the 2018-2019 school year, courses were approved that would allow some SDC students to complete all of the courses required to earn their high school diploma. Once these courses are in place for these students, McNair's graduation rate will likely increase.

Additional Social/Emotional Services for Students:

During the 2019-2020 school year, McNair High is able to offer additional resources, in an effort to provide services to students with social/emotional needs that could not be provided by existing staff. A representative from the Child Abuse Prevention Council is on site on Mondays and Wednesdays to provide mental health services to students who have been referred by a staff member and/or students whose parents or guardians have asked for additional services. The representative also provides crisis counseling for students who may be contemplating suicide. The representative has also provided professional for staff in the area of suicide prevention. McNair High School has also been able to offer substance abuse counseling services one day per week to students who have had issues with drugs or alcohol. The substance abuse counseling services are provided by the 180 Teen Center in Lodi.

These additional services have provided another layer of interventions for students who have been identified as need Tier 2 and Tier 3 interventions, according to McNair's PBIS model.

Improve Your Tomorrow (IYT):

During the second half of the 2018-2019 school year, Improve Your Tomorrow (IYT) began at McNair High School, as well as at one of McNair's feeder middle schools. IYT is a mentoring program that provides young men of color with services to get them to and through college. These services include mentoring and tutoring, along with team building activities and opportunities to visit local colleges. Students involved in IYT will also have the opportunity to participate in job shadowing or internships. The enrollment in IYT has ranged from 60-80 students since they began at McNair in April of 2019.

Dual Enrollment:

During the second semester of 2019-2020 school year, McNair High School, along with San Joaquin Delta College, will be offering a dual enrollment class during the school day. The class will be held during McNair's fourth period on Tuesdays and Thursdays. Students enrolled in the dual enrollment class will have the opportunity to earn college credit free of charge while attending high school. McNair High School, San Joaquin Delta College and Lodi Unified School District will be working together to offer additional dual enrollment courses for the 2020-2021 school year and beyond. The long term goal is to offer at least two, and possibly four, dual enrollment courses per term.

Chapter III: Process for the Development of the Progress Report

- Describe the process to prepare this progress report. Include to what extent stakeholders were involved in the preparation of the report.
- Describe the process to present the progress report to the governing board.

McNair High School was placed on probation following the last full self study and subsequent visit during the 2016-2017 school year. Beginning in the 2017-2018 school year, the new administrative team and the staff focused on the critical areas for follow up left by the visiting committee in 2017. At the beginning of the 2018-2019 school year, the staff split into focus groups and addressed each critical area for follow up from each of the five focus areas. The staff as a whole focused on the three additional areas the visiting committee identified as needing to be strengthened. McNair's probationary progress report was submitted in January of 2020. A visiting committee of three visited McNair High School in February of 2019. As a result of that visit McNair High School exited probationary status and returned to the six year accreditation cycle.

The probationary progress report that was submitted in January of 2019 was used as a basis for this probationary report. During the first semester of the 2019-2020 school year, the WASC coordinator updated chapter 1 with data from the 2018-2019 school year. The administrative team and the WASC coordinator updated the significant changes that have occurred since the last full self study during the 2016-2017 school year. Some of these changes were highlighted in the probationary progress report, and some have been put into place within the last year. During a staff meeting in October, the teachers and counselors revisited the critical areas for follow up from the 2016-2017 self study. The staff identified the steps that McNair High School has taken in their efforts to address the critical areas for follow up, as well as the work that needed to be done.

The goals and actions for McNair's 2019-2020 School Plan for Student Achievement (SPSA) were written to reflect the goals from the action plan that was submitted during the probationary visit in February of 2019. Input for the SPSA was solicited from McNair's leadership team in August of 2019. Along with input, members of the leadership team were asked about their departments wants and needs that could be addressed using Title 1 funding. McNair's initial Title 1 allotment for the school year was \$166,514.00. The SPSA was approved by McNair's School Site Council on November 20, 2019 and was submitted by approval by the Board of Education for Lodi Unified School District on December 17, 2019.

IV: Critical Areas for Follow-up Progress

- **List the critical areas for follow-up and reference the schoolwide action plan sections where each critical area for follow-up has been addressed. If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue.**
Note: The school's action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last full visiting committee report.
- **Comment on the progress made to date for each critical area for follow-up and cite evidence and examples of the impact on student learning.**

A. Organization: Vision, and Purpose, Governance, Leadership, Staff and Resources.

- a. Develop a process for vision and mission refinement that includes stakeholders, particularly parents and students.**

Current efforts to address this concern:

Prior to the probationary visit, a survey was administered to the parents for the purpose of determining if they believed that the current mission and vision were relevant and represented their beliefs in what McNair was about. A large majority of the respondents agreed or somewhat agreed with both statements and felt that they should remain.

Follow up to continue to address the concern:

During the first half of the 2019-2020 school year, many staff members expressed their belief that the mission and vision statements should be revisited. Staff members indicated that students and parents should be part of that process. Mission and vision statements are not currently part of the schoolwide action plan. They will however be an area of focus for the remainder of the 2019-2020 as well as the 2020-2021 school year.

- b. Review effectiveness of current practices used and develop new strategies for involving parents in the overall governance of the school site.**

Current efforts to address this concern:

There have been multiple efforts to address this concern including monthly coffee with the counselors, the use of district's mass communication system, maintaining an up to date website, the use of the marquee, inviting all parents to School Site Council meetings and various other events on campus.

Follow up to continue to address the concern:

The staff recognizes the importance of maintaining these efforts and searching for additional methods of soliciting parent involvement in the overall governance of the school. This includes increasing school to home communication via telephone and e-mail. Staff members also stated that they believed that school wide events should be more engaging for students and accessible

for parents. The Positive School Climate goal in McNair's SPSA as well as the actions that address PBIS in the school wide action plan will address these concerns.

c. Refine process in which PLCs use and examine formative assessment data to address student needs.

Current efforts to address this concern:

The teachers and administration at McNair High School continue to address this concern. During site based professional development in July of 2019, the staff re-examined the four essential questions of a Professional Learning Community. The staff determined that overall, they have done an excellent job of addressing the first two questions: What do we want our students to know? How do we know if they know it? The staff concluded that there should be a continued focus on answering the next two questions: What do we do when they do not know it? What do we do when they do?

The Math department at McNair High School has developed a process for examining formative assessment data to address the needs of the students. Each week, students in high school math classes are given a concept quiz. The results of the concept quizzes are used to determine which students are offered intervention and which students are offered enrichment during designated intervention time. The Social Science and English departments also provide intervention and enrichment during the school day. The criteria to determine which students are provided with intervention and which are provided with enrichment varies. Currently, the Science department does not have anything in place for intervention during the school day.

Follow up to continue to address the concern:

During the 2019-2020 school year, there have been multiple efforts to address the third and fourth essential questions for a PLC. In November of 2019, McNair High School conducted a weeklong pilot of a potential intervention schedule. Feedback was collected from students and from staff. A second pilot of a different schedule is set for January 27 through February 7 of 2020. This will be a two week pilot. Feedback will be collected following this pilot. The staff will then vote on an intervention schedule to be implemented during the 2020-2021 school year.

The teachers and administrators recognize the fact that some aspects of McNair's development as a Professional Learning Community have fallen off and are currently not being monitored. The English department continue to develop common formative assessments and the Science department does not have a formal process for evaluating their common assessments for the purpose of providing targeted intervention. Some departments have asked for assistance in these areas.

d. Be more selective about focused intervention programs by evaluating effectiveness of current programs before adopting new ones.

Current efforts to address this concern:

The staff at McNair High School recognizes that an effective intervention program must occur within the school day and provide timely and targeted intervention to students in need while

providing enrichment opportunities for students who are meeting and exceeding standards. In November of 2019, McNair High School conducted a week long pilot of a potential intervention schedule. Feedback was collected from students and staff. The feedback was discussed at a staff meeting. In January and February of 2020 McNair High School will conduct a two week pilot that utilizes a different schedule. Feedback will be collected and discussed at a staff meeting.

Follow up to continue to address the concern:

In the spring of 2020 the staff at McNair will vote on an intervention schedule that will be implemented during the 2020-2021 school year. The staff will be presented with data collected from the pilot schedules that were run during the 2019-2020 school year before voting on a schedule change.

B. Standards-Based Student Learning: Curriculum

a. As the PLC process continues to be implemented departments are encouraged to sharpen practices to focus on instructional strategies that fully incorporate the Common Core standards.

Current efforts to address this concern:

Teachers at McNair High School are provided with weekly collaboration time. This provides teachers with the opportunity to meet as a Professional Learning Community to discuss the educational needs of their students, analyze data and plan instruction. The Math and World Language departments have implemented intervention and enrichment programs within the school day for students in need. All departments have used the time to develop and or refine the common assessments that address the Common Core State Standards for each subject.

Follow up to continue to address the concern:

The teachers and administrators at McNair High School continue to develop a schoolwide intervention program that will address essential questions three and four for a Professional Learning Community. Those questions are: “What do we do when our students do not know it?” and “What do we do when they do?”

b. Continue to move forward with steps to implement Response to Intervention, including analyzing data to identify students in need of support on the essentials.

Current efforts to address this concern:

All departments have identified essential standards, however, the Science department will be required to go through the process again once there is a curriculum adoption to meet the Next Generation Science Standards. The English, Science and Social Science departments continue to develop and revise common assessments that address the identified essentials.

Follow up to continue to address the concern:

Many staff members have expressed the need for some guidance regarding the analysis of data in an effort to support students. In addition, since the last full self study, there has been a significant amount of teacher turnover, specifically in the English department. Many of the new teachers have not engaged in professional development that focuses on Professional Learning Communities and therefore, are not as familiar with the process as some more veteran staff members. The schoolwide action plan as well as the SPSA address these issues.

c. Parent and student voice are not solicited in decisions about curriculum.

Current efforts to address this concern:

Historically, decisions regarding curriculum have been made at the district level with input from teachers. Parent input was sought prior to the latest adoption of curriculum in the area of Social Science and is currently being sought for adoption of curriculum to address the Next Generation Science Standards. Parent input has also been sought for the district's comprehensive sex education curriculum. At the site level there have been many efforts to keep parents informed of the curriculum being taught. Teachers utilize technology, including Google Classroom, in their efforts to provide students and parents with access and information.

Follow up to continue to address the concern:

The staff at McNair recognizes the need to increase parent participation in all aspects of the school experience. The school wide action plan, as well as the parent involvement goal and actions in the SPSA, address these issues. In addition, following the 2018-2019 school year, McNair's Community Liaison Assistant, School Resource Officer and a counselor attended a training for The Parent Project. This is an initiative designed to increase parent participation in school. Finally, Improve Your Tomorrow (IYT) includes a parent involvement component as part of their program.

d. McNair and feeder schools investigate strategies for articulation in addressing the issue of students entering high school below grade level and not graduating A-G eligible.

Current efforts to address this concern:

Currently McNair's Math department, English Language Learner program lead and special education teachers visit feeder middle schools on an annual basis in an effort to ensure that students entering McNair High School as ninth grade students are properly placed in appropriate courses. The Assistant Superintendent of Secondary Instruction has also formed a task force made up of principals, counselors and teachers for the purpose of addressing the issue of students entering ninth grade below grade level. The task force met on four occasions during the first half of the 2019-2020 school year and has identified three courses of actions to address the issue.

Follow up to continue to address the concern:

Beginning in the 2017-2018 school year, McNair High School hosted eighth grade students from Morada Middle School. The purpose of the visit was to allow ninth graders to be the opportunity to learn about some of the programs at McNair High School. This year's visit is scheduled for February 13, 2020. The three courses of action identified by the Assistant Superintendent's task force included; providing support for incoming ninth graders who have struggled throughout their academic career and are likely to struggle in high school, provide targeted intervention for students who fail classes, specifically English, during their first semester of high school and develop

additional classes, potentially non college prep classes, to provide students who struggle with additional options for classes once they reach their 11th and 12th grade years.

e. Developing strategies for ensuring that students are aware of and given equal opportunities to enroll in programs and courses.

Current efforts to address this concern:

Beginning in the 2019-2020 school year, signs were posted on each classroom door. The sign informed people entering the class of the teacher's schedule and the requirement each class fulfilled. Each year, prior to students selecting courses, representatives from different programs visit classes in an effort to deliver information and recruit for the following year. The counselors have increased their use of Naviance with the students. Naviance is a program designed to provide students with information for college and career readiness. Counselors also meet regularly with students and their parents and guardians to discuss progress toward graduation and A-G compliance.

Follow up to continue to address the concern:

In November of 2019, McNair High School piloted an intervention schedule. During this pilot, the counseling staff provided guidance for students who were completing college applications and the FAFSA. During the pilot scheduled for the winter of 2020 the counseling staff will hold additional sessions for students who may be performing well academically, but need additional support to meet A-G requirements. McNair High School has also been working to expand its AVID program. In the winter of 2019 McNair earned "high certified status."

C. Standards-Based Student Learning: Instruction

a. Most of the core subject areas do not focus on the skills required in the Common Core Standards, including critical thinking, problem solving and collaboration. During classroom observations, instruction appeared to be largely low-level questioning and simple recall. The higher level thinking skills required in many of the summative projects were not evident in the daily instruction.

Current efforts to address this concern:

This was a major area of focus during McNair High School probationary period. Teachers visited classrooms and used a focus on learning snapshot tool for the purpose of examining the depth of knowledge in questioning, as well as the use of technology. Following the probationary period, there has been a focus on developing and implementing more inquiry based projects and assignments in many subject areas. Specifically, daily lessons in math classes include collaboration and problem solving.

Follow up to continue to address the concern:

Teachers at McNair High School continue to use weekly collaboration time to plan and refine instruction. In addition, the action plan and the professional development goal and subsequent actions includes a focus on professional development to address classroom instruction. During the second half of the 2018-2019 and the first half of the 2019-2020 school year, nearly 20 teachers attended conferences that focused on instruction in some way.

b. Technology was used more as a viewing tool than a production tool in most classrooms.

Current efforts to address this concern:

This has been another point emphasis since the 2017 self-study and subsequent visit. At the beginning of the 2019-2020 school year, each student was issued a chromebook as part of the district's 1-1 technology initiative. Teachers at McNair have made several efforts to increase students' use of technology as a production tool rather than viewing tool. Currently, the district adopted curriculum for Math, English and Social Science are either entirely technology based or have a strong technology component. There will be a new curriculum adoption for Science before the 2020-2021 school year; that curriculum will have a strong technology component. In addition to the base curriculum, most departments have incorporated technology based lessons that require students to produce material rather than research and view it. For example, science classes use digital labs that allow students to conduct virtual experiments, and the choir class uses a music notation software for assessments.

Follow up to continue to address the concern:

During a site based professional development day in July of 2019, the staff had the opportunity to attend a session on Pear Deck. Pear Deck is a program that works with Google Slides to make presentations interactive and provide opportunities for teachers to assess student learning during a lesson. Teachers have also had the opportunity to attend professional development sessions that focus on technology. In January, a school wide training was scheduled for Edulastic, a web based program that allows teachers to build assessments that mirror SBAC questions and utilize a secure browser. Also, three teachers attended a conference that focused on Google Classroom. Professional development that focuses on technology is detailed in the SPSA under the professional development goal.

c. There did not appear to be a schoolwide focus on exploring and implementing a wide variety of differentiated strategies. Some strategies were listed in the report and shared in conversations with teachers, but not observed in classroom visits.

Current efforts to address this concern:

During the fall of 2018, the teachers at McNair visited classrooms, conducted observations, and completed a "Focus on Learning" snapshot. Along with examining depth of knowledge and use of technology, the snapshot addressed learning strategies and differentiation. There were 101 observations completed, and teachers were using differentiated strategies in 64 of them.

Follow up to continue to address the concern:

Departments use their weekly collaboration time to discuss teaching and learning and share best practices for differentiation. Newer teachers in the English department have met with district curriculum coaches in their efforts to improve their instruction. A group of veteran English teachers have been given release time to work with younger English teachers. This is part of the SPSA goal for English/Language Arts, as well as the Professional Development goal.

D. Standards-Based Student Learning: Assessment and Accountability

- a. Disaggregated data was not widely used in the Self Study and there was little evidence of staff using this information to assess learning despite mention of this in the previous WASC report**

Current efforts to address this concern:

Disaggregated data was used in the development of the probationary report that was submitted prior to the probationary visit in February of 2019 and has been updated for this progress report. Data collected from SBAC tests and district benchmarks is shared annually and quarterly, while site based data regarding discipline, tardies, chronic absentees and D and F rates are shared on a regular basis. The math department uses disaggregated data to ensure that students are placed in the proper math pathway and to provide intervention when needed. Other departments use data from common assessments to plan for future instruction and to provide timely and targeted intervention to students in need. This is a key component in McNair's development of a viable intervention program.

Follow up to continue to address the concern:

Teachers at McNair have indicated they are in need of additional professional development in this area. Since the 2017 self-study and visit, there have 28 teachers hired to replace those who have left the district, transferred, retired or left teaching. This represents nearly one-third of the teaching staff. Neither the current action plan nor the SPSA specifically address the use of data; however, the use of disaggregated data in nearly every aspect of the educational program has occurred.

E. School Culture and Support for Student Personal and Academic Growth

- a. Seek out multiple avenues of communication and to commit to providing more opportunities for parents to be involved in the educational environment at McNair.**

Current efforts to address this concern:

Since the 2017 self-study and subsequent visit, McNair High School and Lodi Unified School District have taken many steps to improve communication and provide more opportunities for parents and members of the community to become involved. The Blackboard Mass Communication System has made communication via phone and e-mail much easier and allows for communication via text message and the Lodi Unified App for mobile devices. The administration and counseling staff have made efforts to inform parents of events that occur on campus including monthly coffee with the counselors, ELAC meetings and School Site Council meetings.

Follow up to continue to address the concern:

Parent involvement continues to be an area of focus for the staff at McNair. Teachers have the ability to utilize the Blackboard Mass Communication system to communicate with their students and parents; however, there has been no formal training. McNair's administration has access to the school's social media platforms, Twitter and Instagram, however, these have been

used sparingly. Beginning in January of 2020, Lodi Unified will begin using the “See Something/Say Something” App for reporting potential dangers to the campus.

b. Deep and thorough examination of data, practices and application of discipline, especially in refining the PBIS process and developing alternative discipline strategies.

Current efforts to address this concern:

Data for discipline and attendance is regularly reviewed by the administrative team and is shared with the staff at least twice every year. This data has been used to refine the process of identifying students who are in need of Tier 2 and Tier 3 Interventions in McNair’s PBIS system. Additional Tier 2 and Tier 3 supports have been implemented in the past two years. McNair employs a Community Liaison Assistant (CLA). This CLA uses a district created influence report to identify students who are in need of additional support. McNair also utilizes the services of a mental health clinician from the Child Abuse Prevention Council and a Substance Abuse Counselor from the 180 Teen Center to provide additional supports to students.

Follow up to continue to address the concern:

The School Plan for Student Achievement (SPSA) for the last two school years has included a Positive School Climate Goal. The actions for these goals have included additional support for the CLA as well for Improve Your Tomorrow (IYT). IYT is a mentoring program that provides tutoring and mentoring for young men of color to and through college. The Positive School Climate goal also provided funding for the purchase of 5 Star Students, a program that allows staff to track students for intervention during the school day. The PBIS team at McNair continues to implement PBIS, an area of focus for the 2019-2020 school year, and has been improving the reward and recognition and the use of Eagle Bills.

c. Improve communication practices to classified staff to help build capacity and inclusion in campus events.

Current efforts to address this concern:

Communication continues to be a priority for the administrative team at McNair High School. All staff, including office staff, campus supervisors, para-educators and custodians are included in weekly communications from the principal. Following the week long pilot of a potential intervention schedule in November of 2019, feedback was solicited from all staff. The RTI leadership team discussed the importance of including everybody, due to the fact that an alternative schedule affected everybody.

Follow up to continue to address the concern:

The administrative team will continue to meet regularly with all staff and solicit feedback for issues of campus wide importance. Also, at the beginning of the 2019-2020 school year, the PBIS leadership team divided the staff into teams. The goal was to foster friendly competition and increase staff morale. All staff, including office staff, para-educators, custodians and campus supervisors are members of either the green team or the black team and are encouraged to wear their team colors and/or McNair apparel every Friday.

d. Provide methods for gathering student's input to express their interest and opinions in improving the school.

Current efforts to address this concern:

Over the past three years, students' input has been solicited regarding many issues of campus wide importance. This includes a student forum about dress code during the 2017-2018 school year, a survey regarding dual enrollment at the beginning of the 2018-2019 school year and both a student forum and survey following the week long trial for a potential intervention program. The information gathered has been used to develop policy (the current dress code) and to help select a class for dual enrollment (the class begins in January of 2020). The data collected following the trial run for a potential intervention schedule was shared with staff and used when planning the trial scheduled for the winter of 2020.

Follow up to continue to address the concern:

Two student forums are scheduled for January of 2020 to discuss the solutions to the tardy issue that McNair is currently experiencing. The current policy has not been effective and the administration is seeking input from students, in an effort to develop a policy that will be more effective.

e. Address perceived inequalities within the athletic department regarding support and funding of programs as expressed during staff, parent and student interviews.

Current efforts to address this concern:

During the 2018-2019 school year, principals and athletic directors from the district's four comprehensive high schools held a series of meetings to discuss the manner in which athletics were funded. The end result was that the district agreed to fund many of the costs associated with athletics, including transportation, the cost of officials and event security. This has allowed the athletic department to direct resources to the student athletes.

Follow up to continue to address the concern:

District funding of athletics have already allowed the athletic department at McNair to update some of the facilities. The long term impacts have yet to be seen; however, it is safe to speculate that some of the perceived inequities will be gone.

Schoolwide Critical Areas for Follow-Up

1. Maintain the weekly collaboration time for PLCs.

During the spring of 2019, the staff voted to keep weekly collaboration time. Maintaining weekly collaboration time requires an MOU between the teachers and the district and must go up for staff vote each year.

2. Revise course benchmarks.

Course benchmarks for Math and English Language Arts have been revised and are administered each semester. There currently are not course benchmarks for Science and Social Science classes however, these departments use common assessments.

3. Continue to provide behavioral and academic interventions.

Behavioral and academic intervention have been an area of focus for the staff at McNair High School since self-study and visit during the 2016-2017 school year. These efforts were outlined in the probationary progress report that was submitted in the winter of 2018, as well as this progress

report. Intervention efforts have also been outlined in the school wide action plan, as well as the School Plan for Student Achievement.

In additional the visiting committee has identified areas that need to be strengthened:

1. The administration develop a strategy to guarantee open lines of communication to include all stakeholders, especially classified staff and students.

The administrative team at McNair High School has made communication a priority. Every Monday the principal sends an e-mail to all staff discussing the events for the week and highlighting key events that may affect the school, as well as highlighting accomplishments by different staff members. A shared calendar was created in google calendars. All staff members can view and add to the calendar. The principal maintains an open door policy and encourages the rest of the administrative staff to do the same.

In an effort to address the communication issues between the administrative staff and the office staff, meetings are regularly scheduled. During the 2017-2018 school year, there was an attempt to schedule monthly meetings. During the first half of the 2018-2019 school year, the meetings had been scheduled quarterly. Prior to each meeting, an email is sent to the office staff requesting items for the meeting's agenda. Members of the office staff are encouraged to bring any concerns to the administrative team, so that they may be addressed immediately.

At the suggestion of the leadership team, the structure of staff meetings has changed. The goal is to provide staff members with general information via e-mail and use staff meeting time to not only discuss issues of campus wide importance, but also develop solutions. The first meeting using this structure was held in December of 2019. The topic was Intervention during the school day, and staff members were asked to discuss and offer solutions for some of the issues that were apparent during the pilot run of a potential intervention schedule.

2. The School Administration and Leadership Team annually update the school's Profile Assessment Data to include: Performance on all standardized tests; A-G completion rates; CELDT assessment results; English Learner reclassification rates; end of course examinations/district benchmark assessment and writing assessments; results of the English and Math Inventory placement tests to include pre and post; report card analyses percentage of Ds and Fs.

The school profile has been updated annually to include most of the information listed above. Data for benchmark exams along with the percentage of Ds and Fs can be found in chapter 1 of this report. During the first half of the 2019-2020 school year, Lodi Unified School District's Assessment, Research and Evaluation (A.R.E) department created a school profile that included discipline, enrollment, graduation, college and career readiness and A-G data.

3. PLC Leadership team continue to advocate for once per week collaboration to make progress to further the PLC process by ensuring all teams have identified essential standards/skills, developed state standards-based formative assessments, analyze data, and use that data to identify students in need of intervention.

While the rest of the school district does monthly PLC meetings, the staff at McNair has consistently voted to make our CPT a weekly meeting. With the exception of 2010-2011 year, where McNair changed to match the district, McNair departments have had weekly PLC meetings. Staff members vote to keep this on a yearly basis, and every year the vote to keep it is well above the 80% threshold.

Departments use this time to create common essentials, strategies, and assessments, as well as to analyze data. Many departments rely upon the weekly meetings as they start implementing Response to Intervention. With the speed of a 4x4 schedule, monthly PLCs would only be able to meet twice per semester, and teachers would not be able to collaborate on the causes and course of intervention

4. The administration establish a task force that includes parents, students and staff to investigate, implement and monitor strategies to increase parent participation and encourage parent voice in decision making opportunities.

A new administrative team took over following the 2017 self-study and subsequent visit and immediately made increasing parent participation and encouraging parent voice an area of focus. A survey was administered during the 2018-2019 school year that asked parents and guardians how they receive information and how they would like to receive information. A majority of the respondents (78%) indicated that they would like to receive information via automated phone message, 56% stated that they would like to receive messages via text and 45% indicated that they would like to receive messages via social media, while only 11% indicated that they would like newsletters mailed to their home. As a result, nearly all parent communication is done via phone, text, e-mail and/or the district's mobile app. In addition to the increased efforts to improve communication, there have been efforts to bring parents to campus for various events including School Site Council Meetings, monthly coffee with the counselors meetings and awards ceremonies. Also, McNair's Community Liaison Assistant as well IYT mentors have met with parents of students on their respective caseloads. The School Plan for Student Achievement (SPSA) also includes a goal for parent involvement along with funding to support the goal.

5. The Administration and the PLC Leadership team insure the increase use of instructional strategies in the classroom and with technology that require students to use skills in the Common Core Standards, including critical thinking, problem solving and collaboration.

Beginning in the 2019-2020 school year, all students at McNair were issued chromebooks as part of the district's 1-1 chromebook initiative. This has provided students with constant access to technology and has allowed teachers in all subject areas to develop technology based assignments. Teachers will use weekly collaboration time to develop and refine assignments that required students to use critical thinking and problem solving skills to address the Common Core State Standards. In addition, SPSA includes goals in the areas of English/Language Arts and Mathematics to address this concern. Additional goals for Professional Development, Graduation Rates and College and Career Readiness include actions that address this concern.

V: Updated Schoolwide Action Plan

- **Comment on the refinements made to the schoolwide action plan since the last full self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a description of the school's procedures for the implementation and monitoring of the single schoolwide action plan.**
- **Comment on the integration of plans into one single schoolwide action plan.**
- **Include a copy of the school's latest updated schoolwide action plan.**

The schoolwide action plan that was developed during the 2017 self-study and visit and revised prior to the 2019 probationary progress report and visit. The revised action plan was developed to better address some of the concerns that were raised following the 2017 self-study and visit that resulted in McNair being placed on probation. The action plan was also revised to include additional goals and actions that were included in the School Plan for Student Achievement (SPSA) that is developed on an annual basis.

The refinements to the schoolwide action plan along with many of the goals and actions outlined in the SPSA were written to address intervention, specifically, targeted intervention within the school day. This is seen as the next logical step in McNair's development as a Professional Learning Community. Over the past several years, the staff at McNair has focused on answering the first two essential questions for a PLC. Those questions are: What do we want our students to know? and, How do we know if they know it? The next two questions: What do we do when they don't know? and What do we do when they do? are being addressed with the development of a viable RTI program.

The schoolwide action plan along, with the SPSA, are shared with staff each year. During the process of writing the SPSA, the principal will seek input from staff regarding goals and actions and also ask for staff input when developing the budget for the use of Title 1 funds. The SPSA goals are monitored over the course of the school year. An annual review of each goal, including an accounting of the funds allocated, is required as part of SPSA. The SPSA is approved by the School Site Council and reviewed by district level administration on an annual basis. The SPSA is also reviewed by the Board of Education each year.

Action Plan Items from 2017 Full Self-Study

	Specific Tasks	SPSA Goal and Action	Progress
1.	All staff will continue to use the established form to guide and track student progress and progress in each curricular area.	PD Action 1	There has not been an emphasis on the use of the established form to track progress in each curricular area. There is however, a belief by some staff members that there should be in an effort to hold each other accountable.
2	CPT activities will be based upon the 3 big ideas and 4 critical questions of a highly functioning PLC.	PD Action 1	CPT activities continue to focus on the 3 big ideas and the 4 critical questions of a PLC.

Revisions Following 2017 Self-Study and Visit

	Specific Tasks	SPSA Goal and Action	Progress
1	Expand the leadership team to include not only department chairs but other staff who hold an important leadership role on campus.		Beginning in the 2018-2019 school year, the leadership team was expanded. In response to the suggestion by the visiting committee following the 2019 probationary visit, the leadership team is currently developing their roles and responsibilities.
2	Shift the role of the “lead” team to the Response to Intervention” (RTI) team. Develop a viable RTI program for McNair High School.	ELA Action 4 Math Action 6 Prof. Dev. Action 2 Prof. Dev. Action 3 Graduation Action 5	Beginning in the 2017-2018 school year, the “lead” shifted their focus to developing a viable TRI program. Some members of the “lead” team have either left McNair or left the district. Over the course of the past two years the RTI team has grown in membership.

Action Plan Items from 2017 Full Self-Study

	Specific Tasks	SPSA Goal and Action	Progress
1	All curricular areas will continue to develop common formative assessments	ELA Action 7 Math Action 7 Prof. Dev. Action 1 Prof. Dev. Action 3	All curricular areas have developed common formative assessments. Departments are now in the process of revising and revising them.
2	All core areas will identify essential standards within their curricular areas.	ELA Action 7 Math Action 7 Prof. Dev. Action 1 Prof. Dev. Action 3	All departments have identified essential standards. The science department will revisit the essential standards once new curriculum is adopted to address the NGSS.
3	Curricular areas will continue to develop common pacing guides and common assessments	ELA Action 7 Math Action 7 Prof. Dev. Action 1 Prof. Dev. Action 3	This process is continuing in the core curricular areas, as well in many of the elective courses.
4	Curricular area teachers will continue to identify areas of strength and weaknesses. Teachers will develop new strategies and lessons to improve those areas of weakness. Best practices will be identified and commonly used by all members of the curricular area.	ELA Action 7 Math Action 7 Prof. Dev. Action 1 Prof. Dev. Action 3	This is a continuous process within departments during common planning time. Teachers will routinely share best practices with colleagues.

Revisions Following 2017 Self-Study and Visit

	Specific Tasks	SPSA Goal and Action	Progress
1	Provide professional development that focuses on block scheduling	Math Action 8 Prof. Dev. Action 3 Prof. Dev. Action 4	There has not been specific professional development that focuses on block scheduling. Teachers who have experience often share best practices during department CPT time.
2	The Science department will develop common	Prof. Dev Action 1	During the 2018-2019 and 2019-2020 school years much of the focus for the

	assessments that are aligned to the Next Generation Science Standards		Science department has been on new curriculum that aligned to NGSS. As of December of 2019, new curriculum has not been adopted.
3	Social Science department will revise the pacing guides for each curricular area, and if necessary, the existing common assessments to match the new curriculum adoption that was implemented in July of 2018	Prof. Dev. Action 1	The Social Science department continues to revise common assessments to address the curriculum that was adopted prior to the 2018-2019 school year.
4	English department will continue to revise pacing guides and develop common assessments	ELA Action 7 Prof. Dev. Action 1	The English department continues to revise their pacing guide and develop common assessments. Staff turnover has provided an opportunity to re-assess the pacing guides for each grade level.

Action Plan Items from 2017 Full Self-Study

	Specific Tasks	SPSA Goal and Action	Progress
1	The PBIS team will continue to meet 1 or 2 times per month to coordinate and evaluate our school culture and climate.	PSC. Action 1 PSC Action 2	The PBIS has met infrequently during the 2019-2020 school year; however, many members of the PBIS team are also members of the leadership team as well as the RTI team and those groups have met more often.
2	The PBIS team will introduce and gain feedback from students and staff regarding behavioral expectations school-wide and in the classroom.	PSC Action 1 PSC Action 2	Student forums have been held regarding dress code, as well the RTI pilot that was conducted in November of 2019. A student forum will be held in early 2020 to discuss amendments to the tardy policy.
3	The PBIS team will expand upon the current behavior matrix (3R's) to be more customized as to the specific needs of	PSC Action 1 PSC Action 2	S.O.A.R (Safe, Organized, Accountable, Respectful) replaced the 3 R's during the 2017-2018 school year. All teachers were required to work with their class to develop a classroom S.O.A.R. matrix that

	McNair High and have greater buy-in by staff.		addressed concerns specific to their classroom.
4	During the 2nd term of the 16/17 school year, the PBIS committee will pilot a check in/check out process for students who need additional support and mentoring.	PSC Action 1 PSC Action 2	The check in/check out process is in use. Students in need of additional support are referred to the appropriate person or organization. This includes IYT, McNair's Community Liaison Assistant, or the representative from the Child Abuse Prevention Council or 180 teen center.
5	Criteria will be developed to identify students for this pilot program. Students will be chosen based on these criteria regarding students who will most benefit from the extra level of support.	PSC Action 1 PSC Action 2	The staff at McNair utilize multiple data points to identify students who are in need of Tier 2 and Tier 3 support. These data points include grades, attendance, discipline and observational data. Students are then provided with available support that is appropriate.
6	The PBIS committee will develop a form to be used for the check in/check out process to monitor students and their growth for the remainder of the 2016/17 school year.	PSC Action 1 PSC Action 2	The check in/check out system is in use. Students who are identified as needed Tier 2 and Tier 3 support are required to use the check in/check out process. This is often a process that is agreed upon by students, parents and administrators.
7	The PBIS team will continue to implement the 'Eagles Wings' program which encourages positive behavior throughout McNair high School	PSC Action 1 PSC Action 2	Eagle Wings have been replaced by Eagle Bills.
8	Students will be identified by staff for their positive behaviors. Students will receive a ticket which they can redeem for the weekly raffle prize.	PSC Action 1 PSC Action 2	All staff have Eagle Bills and are encouraged to distribute them to students. Students then have the opportunity to exchange their Eagle Bills for merchandise or discounted dance tickets and/or a discounted yearbook.

Revisions Following 2017 Self-Study and Visit

	Specific Tasks	SPSA Goal and Action	Progress
1	Provide additional professional development related to PBIS. This may include, but will not be limited to professional development provided by the district or site visits to schools with exemplary PBIS programs	Prof. Dev. Action 1 Prof. Dev Action 2 Prof. Dev Action 4	This process is ongoing. During the first half of the 2019-2020 school year, nearly 20 teachers have attended professional development sessions focused on PBIS related strategies, including sessions that focus on restorative practices and ninth grade student engagement. The PBIS team has also met with a district level PBIS coach.
2	Refine process for identifying students in need of Tier 2 and Tier 3 PBIS Support	Prof. Dev. Action 1 Prof. Dev Action 2 Prof. Dev Action 4	This process is ongoing. Counselors and administrators use attendance, grade and discipline data to identify in need of Tier 2 and Tier 3 interventions.
3	Continue to develop methods to advertise S.O.A.R expectations and rewards to students and parents. This may include production of videos and class presentations	PSC Action 1	At the beginning of the 2019-2020 school year, all students were presented with the S.O.A.R expectations. In addition, all classrooms were required to submit classroom S.O.A.R expectations that were specific to a teacher's individual classroom.
4	Implement Improve Your Tomorrow (IYT) program to assist young men of color to and through college	PSC Action 2	IYT began operations on campus in April of 2019. They are currently serving nearly 80 young men of color. During the first semester students in IYT were mentored by IYT staff and participated in IYT activities, including Saturday sessions and a trip to Stanford.