



School Plan for Student Achievement (SPSA) Template

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

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

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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

| | |
|---|------------------------------|
| District Name | Lodi Unified School District |
| SPSA Revision Date | November 20, 2019 |
| Schoolsite Council (SSC) Approval Date | November 20, 2019 |
| Local Board Approval Date | |

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



Table of Contents

| | |
|---|-----|
| SPSA Title Page | 1 |
| Table of Contents..... | 3 |
| School Vision and Mission | 5 |
| Purpose and Description..... | 5 |
| Stakeholder Involvement | 5 |
| Resource Inequities | 6 |
| Annual Review and Update | 7 |
| Goal 1..... | 7 |
| Goal 2..... | 15 |
| Goal 3..... | 21 |
| Goal 4..... | 26 |
| Goal 5..... | 30 |
| Goal 6..... | 34 |
| Goal 7..... | 38 |
| Goal 8..... | 44 |
| Goals, Strategies, & Proposed Expenditures..... | 47 |
| Goal 1..... | 47 |
| Goal 2..... | 53 |
| Goal 3..... | 59 |
| Goal 4..... | 65 |
| Goal 5..... | 70 |
| Goal 6..... | 74 |
| Goal 7..... | 78 |
| Goal 8..... | 83 |
| Form C: Budget Summary and Consolidation | 86 |
| Budget Summary | 86 |
| Allocations by Funding Source..... | 86 |
| Expenditures by Funding Source | 87 |
| Expenditures by Budget Reference and Funding Source | 88 |
| FORM D: School Site Council Membership..... | 89 |
| FORM E: Recommendations and Assurances | 90 |
| School and Student Performance Data | 91 |
| Student Enrollment..... | 91 |
| CAASPP Results..... | 93 |
| ELPAC Results | 97 |
| Student Population..... | 100 |

| | |
|---|-----|
| Overall Performance | 101 |
| Academic Performance | 102 |
| Academic Engagement | 109 |
| Conditions & Climate | 112 |
| Addendum | 114 |
| Instructions: Linked Table of Contents | 114 |
| Appendix A: Plan Requirements for Schools Funded Through the ConApp | 117 |
| Appendix B: Select State and Federal Programs | 119 |

School Vision and Mission

RONALD E. McNAIR HIGH SCHOOL'S MISSION

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

RONALD E. McNAIR HIGH SCHOOL'S Mission

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

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

On August 11th, 2019 McNair High School hosted a Back to School Night. During Back to school night information about Title 1 and the Single Plan for student achievement was shared with the parents and guardians who attended. The presentation included general information about Title 1 and emphasized the focus on the parent involvement piece.

On September 05, 2019 a School Site Council meeting was held. The meeting was attended by three parents and three students, along with the principal, one of the assistant principals and three teacher representatives.. During the meeting the Single Plan for Student Achievement (SPSA) from the 2018-2019 school year was reviewed. The review included a summary of the goals and actions as well as the expenditures and the evaluation. Following the review of the 2018-2019 SPSA there was summary of the goals and actions as well as a preliminary budget for the 2019-2020 SPSA. The council approved the plan and the budget. A second School Site Council meeting was held on November 14, 2019. At the meeting the School Site Council approved the SPSA for the 2019-2020 school year.

Resource Inequities

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

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

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

During the 2018/2019 school year, 90% of all students will pass their English class with a grade of D or better. During the 2017/2018 school year the percentage of students who passed with a D or better during each semester ranged from 100% in AP English Language Composition to 82% in CP English 9. This was an improvement over the previous year.

During the 2018/2019 school year the percentage 11th grade students who met or exceed standards according the CAASPP will increase from 40% to 50%. During the 2016-2017 school year the percentage of students who met or exceeded standards decreased form 51% to 38%.

During the 2018/2019 School year the percentage of students who meet standards on English/Language Arts Benchmark Exams will increase by 10% at each grade level. According to data provided by the district's Assessment Research and Evaluation (ARE) Department 2% of 9th grade students, 0% of 10th grade students, 1% of 11th grade students and 1% of 12th grade students met standards according to the district benchmark exams.

During the 2017/2018 school year students enrolled in reading intervention courses will increase their lexile score by at least 100 point according to the Reading Inventory. During the 2017-2018 school year students who took the Reading Inventory when they entered McNair and again at the end of the school year increased by an average of 60 points.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|--|--|
| Grade Data CAASPP Data Benchmark Data Reading Inventory Data | <p>Grade Data:</p> <p>English 9 CP- 90% Passage Rate English 10 CP- 90% Passage Rate English 11 CP- 90% Passage Rate English 12 CP- 90% Passage Rate</p> <p>CAASPP Data:</p> <p>50% Will Meet or Exceed Standards</p> <p>District Benchmark Data:</p> <p>9th Grade- 12% Will Meet or Exceed Standards 10th Grade % Will Meet or Exceed Standards 11th Grade- 11% Will Meet or Exceeded Standards 12 Grade 11% Will Meet or Exceeded Standards</p> <p>Reading Inventory Data:</p> <p>100 Point Average Increase in Lexile Score</p> | <p>Grade Data:</p> <p>English 9 CP- 79% Passage Rate English 10 CP- 79% Passage Rate English 11 CP- 83% Passage Rate English 12 CP- 88% Passage Rate</p> <p>CAASPP Data:</p> <p>42% Met or Exceeded Standards</p> <p>District Benchmark Data:</p> <p>9th Grade- 1% Met Standards 10th Grade 2% Met Standards 11th Grade- 1% Met Standards 12 Grade 3% Will Meet or Exceeded Standards</p> <p>Reading Inventory Data:</p> <p>100 Point Average Increase in Lexile Score</p> |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|--|
| <p>ELA 1</p> <p>All students will be exposed to a rigorous standard based curriculum approved by the state.</p> | <p>ELA 1</p> <p>All students were exposed to a rigorous standard based curriculum approved by the state.</p> | <p>District Approved Curriculum LCFF</p> | <p>District Approved Curriculum LCFF</p> |
| <p>ELA 2</p> <p>All students will have access to after school tutoring.</p> | <p>ELA 2</p> <p>All students had access to after school tutoring</p> | <p>After School Program LCFF</p> | <p>After School Program LCFF</p> |
| <p>ELA 3</p> <p>All students will have access to the Library/Media center. McNair High will employ a Library technician to assist students</p> | <p>ELA 3</p> <p>All students had access to the Library/Media center. McNair High employed a Library technician to assist students</p> | <p>Library tech LCFF</p> | <p>Library tech LCFF</p> |
| <p>ELA 4</p> <p>English/Language Arts teachers will develop and implement a pilot Response To Intervention (RTI) to program tp provide targeted intervention to students in need. English/Language Arts teachers will be provided with release time and/or will be paid at the adjunct rate to to work outside of their contract day to analyze data and plan targeted intervention. Teachers will also be paid at the adjunct rate to provide targeted intervention during their prep time. Teachers will analyze data from multiple sources in an effort to identify students who are struggling. Once struggling students are identified the teacher teacher will determine who will remain in their</p> | <p>ELA 4</p> <p>During the 2018-2019 school year English/Language Arts teachers worked to develop a Response to Intervention (RTI) program. Progress was made however the process is ongoing.</p> | <p>Timecards 1120 Teacher Temp Title I 6228</p> <p>Subsitutes 1150 Teacher Sub Title I 3000</p> | <p>Timecards 1120 Teacher Temp Title I 360</p> <p>Subsitutes 1150 Teacher Sub Title I 3740</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| classroom during intervention time and who will go to a different classroom for an enrichment activity. Teachers will offer enrichment activities during their prep period. The targeted intervention and enrichment will take place at least one day per week for at least one hour. | | | |
| ELA 5 ELA teachers will articulate their curriculum with feeder school teachers to help facilitate a smooth transition from the 8th grade to the 9th grade and to better support students learning. | ELA 5 ELA teachers had the opportunity to articulate their curriculum with feeder school teachers to help facilitate a smooth transition from the 8th grade to the 9th grade and to better support students learning. | Timecards and Substitutes 1120 Teacher Temp Title I 450 | Timecards and Substitutes 1120 Teacher Temp Title I |
| ELA 6 Provide books, supplies, materials, practice materials, and classified support to promote the core curriculum and greater learning and achievement by all students on the SBAC tests | ELA 6 Provided books, supplies, materials, practice materials, and classified support to promote the core curriculum and greater learning and achievement by all students on the SBAC tests | District Approved Curriculum LCFF | District Approved Curriculum LCFF |
| ELA 7 English/Language Arts Teachers will be given release time and/or paid at the adjunct rate to work beyond their contract time to develop and refine curriculum and create common formative assessments. The data collected from the assessments will be used along with benchmark and grade data to plan future instruction. This | ELA 7 English/Language Arts Teachers were be given release time and/or paid at the adjunct rate to work beyond their contract time to develop and refine curriculum and create common formative assessments. The data collected from the assessments will be used along with benchmark and grade data to plan future instruction. This | Timecards 1120 Teacher Temp Title I 4000 Substitutes 1150 Teacher Sub Title I 2000 | Timecards 1120 Teacher Temp Title I Substitutes 1150 Teacher Sub Title I |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| data will also be used to to develop and implement the Response To Intervention (RTI) program referenced in Action 4 | data will also be used to to develop and implement the Response To Intervention (RTI) program referenced in Action 4 | | |
| ELA 8 READ 180 and English 3D classes will be available for all students identified as needing remediation in reading. | ELA 8 READ 180 and the English Language support portion of the Studysync curriculum were offered for all students identified as needing remediation in reading. | Read 180 Class EL Support classes using EL support material with StudySync LCFF | Read 180 Class EL Support classes using EL support material with StudySync LCFF |
| ELA 9 McNair High will upgrade technology to provide more opportunities for students to use up-to-date technologies and programs to further their studies and achievement. <ul style="list-style-type: none"> Promethean panels provide opportunities on a daily basis for students to interact with curriculum in real time. Promethean panels address all learning modalities and assist in maintaining student engagement. Promethean panels provide teachers with the ability to have multiple resources available at their fingertips. Promethean panels provide students with | ELA 9 Technology was upgraded in many English/Language Arts classrooms. | Promethean Panels 4475 Technology (\$500-\$9,999) Title I 20000 | Promethean Panels 4475 Technology (\$500-\$9,999) Title I 25500 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <p>the opportunity to be familiar with 21st century technology. The panels are used for presentations as well for pre and post lesson activities</p> <ul style="list-style-type: none"> Promethean panels provide the ability to show teacher created videos. Promethean panels provide teachers the ability to demonstrate the use of different programs that are used in the classroom on a regular basis including Google Classroom, Google Docs and Google Slides. Promethean panels facilitate the use of educational applications including Dreambox and Studysync | | | |
| <p>ELA 10</p> <p>Provide supplemental materials for the Library at Ronald E. McNair High School. These materials will include both fiction and non-fiction books for students to use for a variety of reasons including research and career exploration.</p> | <p>ELA 10</p> <p>Supplemental material was purchased for the library.</p> | <p>Supplemental materials including but not limited to fiction and non-fiction books for student use. 4300 Materials Title I 10,000</p> | <p>Supplemental materials including but not limited to fiction and non-fiction books for student use. 4300 Materials Title I 10,000</p> |

Analysis

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

ELA 1

During the 2018-2019 school year all students were exposed to a rigorous, standards based curriculum. English/Language Arts Teachers at McNair High School continued to use Studysync and continued to develop common assessments to supplement the existing assessments provided.

ELA 2

During the 2018-2019 school year students continued to have access to after school tutoring through the school's after school program.

ELA 3

During the 2018-2019 school year students had access to the library/Media Center everyday, during the school day and at least three days per week after school. A Library/Media Assistant was employed to assist students.

ELA 4

During the 2018-2019 school year English/Language Arts teachers were provided with release time and paid at the adjunct rate to work beyond their contract hours. This time was used to develop and refine common assessments for each grade level as well and analyze data. English/Language Arts Teachers provided targeted intervention during the school day on a limited basis. Most of the targeted intervention occurred in English 9 and English 10 classes during the second half of the 2018-2019 school year.

ELA 5

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

ELA 6

All core curriculum was provided to students enrolled in English/Language Arts classes during the 2018-2019 school year. This included Studysync as well as supplemental materials.

ELA 7

During the 2018-2019 school year English/Language Arts teachers were provided with release time and paid at the adjunct rate to work beyond their contract hours. In addition to the activities listed in action four, English/Language Arts Teachers developed and refined curriculum as well as common assessment. Data collected from the common assessments was used to plan future instruction and provided intervention for students in need.

ELA 8

Read 180 and English Language support classes were offered to students who were in need. English Language Arts teachers looked at previous grades in ELA classes along with a student's Reading Inventory score to determine if a student was in need of additional support in English/Language Arts. During the 2018-2019 school year McNair High School utilized the EL support materials that accompany Studysync rather than English 3D.

ELA 9

Four English/Language Arts classrooms were provided with Promethean panels. This provided students in those classrooms the opportunity to use the up to date technology, this included the panel and the educational programs designed to be used with the panel.

ELA 10

Supplemental materials were purchased to be used in the library.

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

The goal of a 90% passage for all English/Language Arts classes was not met. The passage rates ranged from 79% in English 9 and English 10 classes to 88% in English 12 classes. Overall the passage rates for English courses during the 2018-2019 school year were very similar to the passage rates for English/Languages Arts classes during the previous school year.

The CAASPP scores for English/Language Arts improved. During the 2017-2018 school year 39% of the students who took the test met or exceeded standards. During the 2018-2019 school year 42% of the students who took the test met or exceeded standards.

The Percentage of students who met or exceeded standards on the district benchmarks during the 2018-2019 school year was very similar to the number of students who met or exceeded standards on the district benchmarks during the previous school year.

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

Needs Assessment:

Strengths-

McNair High School currently offers Read 180 classes for students who score below grade level on the Reading Inventory or who have historically struggled in English/Language Arts classes. McNair also offers English Language support classes in conjunction with CP English classes. Many students with disabilities are enrolled in these courses. These courses offer additional support for students with disabilities in English/Language Arts.

Beginning in the 2019-2020 school year McNair High School will be offering a diploma pathway for students with disabilities who were previously on a pathway that would result in them earning a certificate of completion. This pathway includes additional English/Language Arts classes that provide students with disabilities the opportunity to earn a high school diploma.

Areas of Need-

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

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

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

Nearly \$16,000 was set aside for English/Language Arts teachers to take release days and/or to be paid at the adjunct rate to work beyond their contracted time to develop and refine curriculum and common assessments, analyze data from the assessments and use the results of the analysis to provide targeted intervention and plan for future instruction. Approximately \$4,000 was used. During the 2018-2019 school year McNair High School employed four new English teachers. The turnover made it difficult for teachers to be out of their classrooms.

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

The goal for passage rates for English 9 and English 10 will be 85%, this seems more reasonable considering that the last two years passage rates have stayed around 80%. The goal for English 11 and English 12 will remain at 90%

The goal for students who meet or exceed standards according to the benchmark exams will remain at 11%.

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

85% of all Integrated Math 1 will pass the class with a C or better. 80% of all High School Math students will pass the class with a D or better. 85% of all High School Math A & B will pass the respective course with a grade of a D or better. The percentage of 9th grade students who meet standards according to the district benchmark will increase by at least 5%, from 39% to 44%. The percentage of 10th grade students who meet standards will increase by 5% from 28% to 33%. The percentage of 11th grade students who meet standards will increase by 5% from 24% to 29%. The percentage of 12th grade students who meet standards will increase by 5% from 10% to 15%. The percentage of 11th grade students who meet or exceed standards according to the CAASPP Math test will increase by 10% from 20% to 30%.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|--|--|
| Integrated Math 1 Grades High School Math Grades High School Math A Grades High School Math B Grades | Integrated Math 1 Grades - 80% Pass with a C or better High School Math Grades- 85% Pass with a D or better High School Math A Grades- 85% Pass with a D or better High School Math B Grades- 85% Pass with a D or better | Integrated Math 1 Grades - 85% Passed with a C or better High School Math Grades- 72% Passed with a D or better High School Math A Grades- 73% Passed with a D or better High School Math B Grades- 82% Passed with a D or better |
| Benchmark Scores Grade 9- Grade 10- Grade 11- Grade 12- | Benchmark Scores Grade 9- 44% Proficient or Advanced Grade 10- 33% Proficient or Advanced Grade 11- 29% Proficient or Advanced Grade 12- 15% Proficient or Advanced | Benchmark Scores Grade 9- 34% Proficient or Advanced Grade 10- 28% Proficient or Advanced Grade 11- 27.5% Proficient or Advanced Grade 12- 29% Proficient or Advanced |
| CAASPP Scores | CAASPP Scores- 30% Proficient or Advanced | CAASPP Scores- 25% Proficient or Advanced |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------------------|--------------------------------------|
| M1 All students will be exposed to a rigorous standard based | Math 1 All students were exposed to a rigorous, standards | District Approved Curriculum LCFF | District Approved Curriculum LCFF |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|---|
| curriculum approved by the state. | based curriculum during the 2018-2019 school year. | | |
| M2 All students will have access to after school tutoring. | Math 2 During the 2018-2019 school year all students had access to after school tutoring. Tutoring was provided by math teachers in classrooms as well provided in the library. | Timecards LCFF | Timecards LCFF |
| M3 All teachers will have weekly collaboration time for 1 hour each week. Activities will include identifying essentials with the Common Core Standards, developing and revising common tests, and quizzes and examining data from multiple sources in an effort to drive future instruction. Teachers will be provided with release time and/or be paid at the adjunct rate to work beyond contract time for the purpose or analyzing data and building a curriculum library that can be accessed by students enrolled in math classes. | Math 3 All teachers at McNair, including Math teachers were provided with an hour of collaboration time each week. In addition to the weekly collaboration time, math teacher were provided with release time and/or paid at the adjunct rate to work beyond their contract day. This time was used to identify and refine the essential standards, develop common assignment and assessments and analyze the results of the assessments for the purpose of providing targeted intervention and planning for future instruction | Substitutes 1150 Teacher Sub Title I 1400 Timecards 1120 Teacher Temp Title I 600 | Substitutes 1150 Teacher Sub Title I Timecards 1120 Teacher Temp Title I |
| M4 Math teachers will articulate their curriculum with feeder school teachers to help facilitate a smooth transition from the 8th grade to the 9th grade and to better support students learning. | Math 4 The Math Department Chair was provided with release time for the purpose of meeting with math teachers from the feeder schools and ensuring a smooth transition for incoming ninth grade students. | Substitutes 1150 Teacher Sub Title I 450 | Substitutes 1150 Teacher Sub Title I 450 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| M5 Books, supplies, materials, practice materials, and classified support to promote the core curriculum and greater learning and achievement by all students on the CASSPP assessments. | Math 5 Books, supplies and supplementary materials were provided to students enrolled in math classes during the 2018-2019 school year. | Materials and Supplies LCFF | Materials and Supplies LCFF |
| M6 Math teachers will work to develop a Response to Intervention (RTI) program that will identify struggling students and administer targeted intervention. The RTI model that will be used will be as follows: Math teachers will identify struggling students in their classes. At least once per week struggling students will remain in their math classes to receive targeted intervention. Students who are proficient, according to an assessment that was given will be sent to a different classroom to participate in enrichment activities. The teacher providing the enrichment activities will be paid to work during their prep period. Teachers will also be offered release time and/or be paid at the adjunct rate to analyze data and plan intervention. | Math 6 During the 2018-2019 school year the Math department provided targeted intervention during the school day on High School Math Classes. Much of the intervention took place during the first semester. During the second semester the math department had two long term substitutes teachers, this made it difficult for the department to provide the intervention during the school day. | Timecards 1120 Teacher Temp Title I 6000 Substitutes 1150 Teacher Sub Title I 4607 | Timecards 1120 Teacher Temp Title I 3780 Substitutes 1150 Teacher Sub Title I 1870 |
| M7 Students who did not meet standards according to the CASSPP and the district benchmark exams will be identified and attendance checked to | Math 7 The administration at McNair High School identified students who had attendance issues during the 2018-2019 | Monitoring Attendance LCFF | Monitoring Attendance LCFF |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|--|
| ensure they are attending school on a regular basis. | school year. The administration did not look identify students who had attendance issues and scored low on the math benchmark exams or the math portion of the SBAC. | | |
| M8 Provide opportunities for math teachers to engage in professional development focused on the Math CAASPP tests as well the district approved math curriculum. | Math 8 10 of the teachers from the Math Department participated in various professional development activities during the course of the 2018-2019 school year. This included professional development that focused on the SBAC exam, CPM curriculum and AP Statistics. | Professional Development for Math Teachers 5220 Conference Title I 10000 | Professional Development for Math Teachers 5220 Conference Title I 5025 |
| M9 Students enrolled in High School Math courses will have access to supplementary curriculum, including Dream Box, a technology based program designed to help students improve their skills in math. | Math 9 Supplementary materials, including calculators were purchased for math classrooms. | Supplemental Curriculum LCFF | Supplemental Curriculum LCFF |
| | | Calculators 4375 Technology (under \$500) Title I 4800 | Calculators 4375 Technology (under \$500) Title I 4800 |
| | | Calculators 4475 Technology (\$500-\$9,999) Title I 4100 | Calculators 4475 Technology (\$500-\$9,999) Title I 4100 |

Analysis

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

Math 1

All students were exposed to a rigorous, standards based curriculum during the 2018-2019 school year.

Math 2

During the 2018-2019 school year all students had access to after school tutoring. Tutoring was provided by math teachers in classrooms as well provided in the library.

Math 3

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

Math 4

The Math Department Chair was provided with release time for the purpose of meeting with math teachers from the feeder schools and ensuring a smooth transition for incoming ninth grade students.

Math 5

Books, supplies and supplementary materials were provided to students enrolled in math classes during the 2018-2019 school year.

Math 6

During the 2018-2019 school year the Math department provided targeted intervention during the school day on High School Math Classes. Much of the intervention took place during the first semester. During the second semester the math department had two long term substitutes teachers, this made it difficult for the department to provide the intervention during the school day.

Math 7

The administration at McNair High School identified students who had attendance issues during the 2018-2019 school year. The administration did not look identify students who had attendance issues and scored low on the math benchmark exams or the math portion of the SBAC.

Math 8

10 of the teachers from the Math Department participated in various professional development activities during the course of the 2018-2019 school year. This included professional development that focused on the SBAC exam, CPM curriculum and AP Statistics.

Math 9

Supplementary materials, including calculators were purchased for math classrooms.

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

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

The number of students who met or exceeded standards according to the math portion of the SBAC test was during the 2018-2019 25%. This was a 5% increase from the previous school year. This did not meet the goal of 30% however a 5% increase is significant.

The number of 12th grade students who met or exceeded standards according to the district benchmark exams increased from 15% to 29%. The number of student who met or exceeded standards according to the district benchmark exams in graded 9-11 declined the percentage ranged from a 10% decline for ninth grade students to a 1.5% decline for 11th grade students.

Strengths:

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

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

Areas of Need:

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

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

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

Nearly \$18,000 was set aside for teachers to have release time and/or to be paid at the adjunct rate to work beyond their contracted day for the purpose of identifying and refining essential standards, the development and refinement of common curriculum and assessments, the analysis of the assessments for the purpose of planning for future instruction and providing targeted intervention. Approximately \$6,000.00 was used for this purpose.

\$10,000.00 was allocated for professional development activities for math teachers. Approximately \$5025.00 was used

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

The professional development action (#8) will be removed and rolled into the Professional Development Goal of the SPSA.

Action 7 will be re-worked so that it will be more manageable.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

20% of the English Learners at McNair will be re-designated at proficient during the 2018/2019 school year. This would be 6.5% increase from the 2018/2018 school year. English Learners enrolled in the Reading Intervention (Read 180 Class) will increase their lexile score by at least 100 points grade levels.

The percentage of English Learners who meet or exceed standards on the English/Language Arts benchmarks will increase from 0% to 5%. The percentage of English Language Learners who meet or exceed standards on the English/Language Arts section of the CAASPP will increase from 9% to 14%.

The percentage of English Learners who meet or exceed standards on the Math benchmarks will increase from 5% to 10%. The percentage of English Language Learners who meet or exceed standards on the Math section of the CAASPP will increase from 6% to 11%.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|--|--|
| <ul style="list-style-type: none">Percentage of English Learners who are reclassified to proficient according to the ELPAC.Percentage of English Learners who meet or exceed standards on the English/Language Arts benchmark.Percentage of Students who meet or exceed standards on the English Language Arts section of the CAASPP. <p>Percentage of students who meet or exceed standards on the Math benchmark.</p> <p>Percentage of Students who meet or exceed standards on the Math section of the CAASPP.</p> | <ul style="list-style-type: none">Percentage of English Learners who are reclassified to proficient according to the ELPA will be 20%Percentage of English Learners who meet or exceed standards on the English/Language Arts benchmark will be 5%Percentage of Students who meet or exceed standards on the English Language Arts section of the CAASPP will be 14%. <p>Percentage of students who meet or exceed standards on the Math benchmark will be 10%</p> <p>Percentage of Students who meet or exceed standards on the Math section of the CAASPP will be 11%.</p> | <p>Percentage of English Learners who are reclassified to proficient according to the ELPAC was 8.5%</p> <p>Percentage of English Learners who met or exceeded standards on the English/Language Arts benchmark was 0%</p> <p>Percentage of Students who met or exceeded standards on the English Language Arts section of the CAASPP was 0%.</p> <p>Percentage of students who met or exceeded standards on the Math benchmark was 4%</p> <p>Percentage of Students who met or exceeded standards on the Math section of the CAASPP was 4%.</p> |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|-------------------------|-----------------------------------|-----------------------------------|
| ELL 1 All ELL students will be exposed to a rigorous | ELL 1 | District Approved Curriculum LCFF | District Approved Curriculum LCFF |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| standards based curriculum approved by the state | All ELL students were exposed to a rigorous standards based curriculum approved by the state | | |
| ELL 2 All ELL students will have access to after school tutoring. | ELL 2 All ELL students had access to after school tutoring. | After School Program LCFF | After School Program LCFF |
| ELL 3 All ELL students will have access to the library-media center. | ELL 3 All ELL students had access to the library-media center. | Library technician LCFF | Library technician LCFF |
| ELL 4 All teachers will have weekly collaboration time for 1 hour each week. Teachers will develop and revise common tests, and quizzes. Teachers will analyze data from multiple sources and use the data to drive future instruction. McNair High will contract with Solution Tree to provide expertise to transform McNair High to a model Professional Learning Community (PLC). Conferences and workshops will also be made available for teachers and staff focusing on the Common Core Standards and PLC's. | ELL 4 All teachers had weekly collaboration time for 1 hour each week. Teachers worked to develop and revise common tests, and quizzes. Teachers analyzed data from multiple sources and use the data to drive future instruction. McNair High did not contract with Solution Tree during the 2018-2019 school year. Conferences and workshops will also be made available for teachers and staff focusing on the Common Core Standards and PLC's. | Timecards See ELA 4 1120 Teacher Temp Title I 0 | Timecards See ELA 4 1120 Teacher Temp Title I |
| | | Substitutes See ELA 4 1150 Teacher Sub Title I 0 | Substitutes See ELA 4 1150 Teacher Sub Title I |
| ELL 5 ELL teachers will articulate their curriculum with feeder school teachers to help facilitate a smooth transition from the 8th grade to the 9th grade and to better support student learning. | ELL 5 The ELL coordinator was able articulate with feeder school teachers to help facilitate a smooth transition from the 8th grade to the 9th grade and to better support student learning. | Substitutes 1150 Teacher Sub Title I 450 | Substitutes 1150 Teacher Sub Title I |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| ELL 6 To provide books, supplies and materials to support the core curriculum and promote greater learning and achievement by all ELL students. | ELL 6 Books, supplies and materials were provided to support the core curriculum and promote greater learning and achievement by all ELL students. | Materials and Supplies LCFF | Materials and Supplies LCFF |
| ELL 7 All teachers, including teachers who teach English Learners will work to develop a program for Response To Intervention (RTI) in an effort to identify struggling students early and provide effective, targeted intervention. | ELL 7 All teachers, including teachers who teach English Learners worked to develop a program for Response To Intervention (RTI) in an effort to identify struggling students early and provide effective, targeted intervention. This process is ongoing. | Timecards See ELA 4 1120 Teacher Temp Title I 0 | Timecards See ELA 4 1120 Teacher Temp Title I |
| | | Substitutes See ELA 4 1150 Teacher Sub Title I 0 | Substitutes See ELA 4 1150 Teacher Sub Title I |
| ELL 8 READ 180 will be implemented for all students needing support in reading. English 3D classes will be implemented for students needing more support in their English classes. | ELL 8 READ 180 was implemented for all students needing support in reading. The supplementary material from Studysync that is designed to support English Learners replaced English 3D during the 2018-2019 school year. | Read 180 Curriculum and Teachers LCFF | Read 180 Curriculum and Teachers LCFF |
| ELL 9 McNair High School will provide language support for EL students by utilizing Bi-Lingual Para-Educators. Teachers at McNair will work with district English/Language Arts coaches to develop strategies to further assist English Learners. Community Liaisons will be utilized to keep parents up to date, in their primary language, as to their child's progress. | ELL 9 McNair High School provided language support for EL students by utilizing Bi-Lingual Para-Educators. Teachers at McNair will work with district English/Language Arts coaches to develop strategies to further assist English Learners. Community Liaisons were utilized to keep parents up to date, in their primary language, as to their child's progress. | Para-Professionals Community Liaisons District Coaches LCFF | Para-Professionals Community Liaisons District Coaches LCFF |

Analysis

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

ELL 1

During the 2018-2019 school year all ELL students were exposed to a rigorous, standards based curriculum that was approved by the state. This included two different programs, READ 180 and the EL support portion of Studysync. These programs are designed support English Learners.

ELL 2

During the 2018-2019 school year all ELL students had access to after school tutoring. Tutoring was available in individual classrooms as in the library at least three days every week.

ELL 3

During the 2018-2019 school year all ELL students had access to the Library/Media Center. A librarian and a Library/Media Assistant were present to assist all students, including English Learners.

ELL 4

During the 2018-2019 school year all teachers had weekly collaboration time. Teachers continued to develop and refine common curriculum and common assessments. Teachers then used the results of the assessments to plan future instruction and in some instances provide targeted intervention for students. Two English teachers attended professional development opportunities provided by Solution Tree. The professional development activities were focused on developing a viable Response to Intervention (RTI) program.

ELL 5

During the 2018-2019 school year McNair High School's ELL coordinator met with feeder schools in an effort to ensure that incoming ninth grade students were properly placed and were provided with the appropriate level of service.

ELL 6

During the 2018-2019 school year all English Language Learners were provided with books and supplies designed to support the core curriculum and promote greater learning and achievement.

ELL 7

During the 2018-2019 school year English/Language Arts teachers were provided with release time and paid at the adjunct rate to work beyond their contract hours. This time was used to develop and refine common assessments for each grade level as well as analyze data. English/Language Arts Teachers provided targeted intervention during the school day on a limited basis. Most of the targeted intervention occurred in English 9 and English 10 classes during the second half of the 2018-2019 school year.

ELL 8

Read 180 and English Language support classes were offered to English Language Learners. English Language Arts teachers looked at previous grades in ELA classes along with a student's Reading Inventory score to determine if a student was in need of additional support in English/Language Arts. During the 2018-2019 school year McNair High School utilized the EL support materials that accompany Studysync rather than English 3D.

ELL 9

During the 2018-2019 school year English Learners at McNair High School English Learners were provided support by Bi-Lingual Para-Educators as well as a Spanish Speaking Community Liaison. English/Language Arts Teachers worked with district curriculum coached to develop and refine strategies designed to assist English Learners,

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

Based on the available data the none of the goals have been met. English Learners continue to struggle in English Language Arts and Math according to the district benchmark exams and the CAASPP. During the 2018-2019 school year 8.5% of the English Learners were reclassified as proficient. Also, English Also of the 166 English Learners who took the Reading Inventory in August and again i May showed an average growth of 40 points.

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

Nearly \$16,000 was set aside for English/Language Arts teachers to take release days and/or to be paid at the adjunct rate to work beyond their contracted time to develop and refine curriculum and common assessments, analyze data from the assessments and use the results of the analysis to provide targeted intervention and plan for future instruction. Approximately \$4,000 was used. During the 2018-2019 school year McNair High School employed four new English teachers. The turnover made it difficult for teachers to be out of their classrooms.

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

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

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

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

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 4

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

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|--|
| Attendance at Back To School Night Attendance at Monthly Coffee With The Counselors Participation in Various Surveys Created District or McNair High School Parent Participation in WASC Probationary Report Process | <ul style="list-style-type: none"> The number of parents who signed in at back to school night increase by approximately 20%, bringing the total to approximately 165. <p>Increase the number of parents who attend coffee with the counselors by 20%, bringing totals that range from 16 to 28.</p> <p>Increase the percentage of parents who respond to the parent survey by approximately 25%, bringing the total to approximately 160 respondents.</p> | <p>The number of parents who signed in at back to school night was 111. This was a decrease from the previous year.</p> <p>Increase the number of parents who attend coffee with the counselors by 20%, bringing totals that range from 16 to 28.</p> <p>There were a total of 23 responses to the parent survey that was administered in the Spring of 2019</p> |

Strategies/Activities for Goal 4

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| PI 1 Parents will be solicited to be part of McNair High's School Site Council, Athletic Boosters, Music Boosters, clubs, Coffee w/Counselors and other activities within the McNair High community. | PI 1 Parents were solicited to be part of McNair High's School Site Council, Athletic Boosters, Music Boosters, clubs, Coffee w/Counselors and other activities within the McNair High community. | Print Shop See PI 2 5715 Print Shop Title I 772 | Print Shop See PI 2 5715 Print Shop 241 |
| | | Postage See PI 2 5711 Postage Title I: Parent Involvement 0 | Postage See PI 2 5711 Postage Title I: Parent Involvement |
| PI 2 McNair High will make use of newsletters, school marquee, Connect Ed. Phone system, flyers to keep parents updated as to school events and activities. Print shop and postage | PI 2 McNair High will made use of newsletters, school marquee, Connect Ed. Phone system, flyers to keep parents updated as to school events and activities. Print shop and postage | Print Shop and Postage 5711 Postage Title I: Parent Involvement 876 | Print Shop and Postage 5711 Postage Title I: Parent Involvement |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| PI 3 Teachers will attend parent conferences, IST's for students or provide coverage for other teachers to attend. | PI 3 Teachers attended parent conferences, IST's for students or provide coverage for other teachers to attend. | Teachers LCFF | Teachers LCFF |
| PI 4 There will additional support from the clerical staff to assist with communication between home and school. This will include the maintenance of the School's website and the creation of newsletters. | PI 4 Additional support from the clerical staff was provided to assist with communication between home and school. This will include the maintenance of the School's website and the creation of newsletters. | Timecards 2420 Clerical Temp Title I: Parent Involvement 517 | Timecards 2420 Clerical Temp Title I: Parent Involvement 109 |
| PI 5 McNair High School will utilize Community Liaison Assistants to assist with communication between the school and the home. This may include parent meetings and home visits beyond the normal work day. | PI 5 Community Liaison Assistants were utilized to assist with communication between the school and the home. This may include parent meetings and home visits beyond the normal work day. | Timecards 1920 Other Cert Temp Title I: Parent Involvement 517 | 1920 Other Cert Temp Title I: Parent Involvement |
| PI 6 Provide opportunities for teachers, counselors and other staff to emphasize the importance of parent involvement in school. This may include trainings and conferences provided by outside organizations | PI 6 Opportunities were provided for teachers, counselors and other staff to emphasize the importance of parent involvement in school. This may include trainings and conferences provided by outside organizations | Parent opportunities LCFF | Parent opportunities LCFF |
| PI 7 Use Title 1 parent involvement money to provide to refreshments at parent meetings | PI 7 Title 1 parent involvement money was used to provide to refreshments at parent meetings | Refreshments 4325 Food For Meetings Title I: Parent Involvement 1052 | Refreshments 4325 Food For Meetings Title I: Parent Involvement 772 |

Analysis

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

PI 1

Parents were solicited to be part of McNair High's School Site Council, Athletic Boosters, Music Boosters, clubs, Coffee with the Counselors and other activities within the McNair High community. Parents were also asked to be part of the WASC accreditation process.

PI 2

During the 2018-2019 school year McNair High School was able to utilize new tools to enhance the communications efforts between the school and the community. This included a new mass communication system that made communication via e-mail, phone and text easier. In addition to phone, e-mail and text McNair High School was able to deliver information via a mobile application. This required the school to rely less on information delivered by traditional mail.

PI 3

Teacher continued to attend parent conferences and ISTs. Teachers and administrators were often asked to step in and cover for teachers so that they could attend various meetings.

PI 4

During the 2018-2019 school year clerical staff at McNair High School provided additional support in the school's efforts to increase parent involvement. This included assisting with communication between home and school and assisting with various events that occurred beyond the school day.

PI 5

During the 2018-2019 school year McNair High School will utilized Community Liaison Assistants to assist with communication between the school and the home. This included parent meetings and home visits beyond the normal work day

PI 6

During the 2018-2019 school year the importance of parent involvement was emphasized however there were no professional development activities that focused solely on parent involvement.

PI 7

During the 2018-2019 school year Title 1 funds were used to provide refreshments for various parent meetings that occurred.

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

Overall the efforts to increase parent involvement were effective. The feedback regarding the new mass communications system, including the mobile application was positive. 23 parents responded to a district survey that was administered in the spring of 2019 and 20 parents responded to a WASC parent survey that was administered in the Fall of 2018.

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

Approximately half of the funds that were set aside for parent involvement was spent. The funding set aside for postage was not fully utilized due to the improved methods of electronic communication. The funding allocated for additional clerical and community liaison assistant support was not fully utilized.

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

There will be a continued to effort to increase parent involvement. The mobile application and the mass communication system will be utilized to inform parents and members of the community of different events that are are occurring on campus.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

Professional Development: Teachers at McNair High School will attend a training on Response to Intervention (RTI). The training will be provided by Solution Tree. Teachers and administrators will have the opportunity to attend conferences and other professional development opportunities over the course of the 2018/2019 school year. Conferences and Professional Development Opportunities will include but will not be limited to Conferences that focus on Response To Intervention (RTI), PLC Conferences, Leadership Conferences, Special Education Conferences and other professional development activities provided by the district and the county office of education. Teachers, including English/Language Arts Teachers, Math Teachers, Social Science Teachers and Science Teachers and will be provided with release time and/or paid at the adjunct rate to work beyond their contract time for the purpose of creating and refining common assessments and analyzing data for the purpose of driving future instruction.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|---|--|
| The number of teachers who attend conferences, or other professional development activities away from the school site. | During the 2018-2019 school year 20% of the teaching staff and 100% of the administrative staff will attend a conference or other professional development activity away from the school site. The teachers and administrators will then lead professional development on campus. | During the 2018-2019 school year approximately 33% of the teaching staff and 100% of the administrative staff will attended a conference or other professional development activity away from the school site. The teachers and administrators shared the knowledge gained with other staff members. |

Strategies/Activities for Goal 5

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| PD 1 All teachers will have weekly collaboration time for 1 hour each week. Activities will include developing common assessments and analyzing the data of the assessment for the purpose of driving future instruction. | PD 1 All teachers had weekly collaboration time for 1 hour each week. Activities included developing common assessments and analyzing the data of the assessment for the purpose of driving future instruction. | Weekly Collaboration Time LCFF | Weekly Collaboration Time LCFF |
| PD 2 Provided opportunities for teachers and administrators to attend conferences focused in Response To Intervention | PD 2 During the 2018-2019 school year seven teachers and three administrators attended conferences that focused | Conferences 5220 Conference Title I 20000 | Conferences 5220 Conference Title I 22684.55 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| (RTI). An area for focus to the 2018-2019 school year is the development and implementation of an RTI program. During the 2018-2019 school year teachers and administrators will engage in professional development activities that focus on RTI. Teachers and administrators will also research existing RTI programs in an effort to determine what would be most effective for McNair High School. Activities may include, but will not be limited to RTI conferences offered by Solution Tree. | on Response to Intervention (RTI) One teacher visited a different school that currently offers intervention during the school day. The teachers and administrators who attended the conferences shared the information they gathered with other teachers throughout the course of the school year. McNair High School did not contract with Solution Tree during the 2018-2019 school year. | | |
| PD 3 Provide release time and/or pay teachers at the adjunct rate to work beyond their contract time to engage in professional development activities that focus on their content area. This may include but will not be limited to departments creating and refining common formative assessments, refining the new Social Science curriculum and creating digital content for students. | PD 3 During the 2018-2019 school year teachers at McNair High School were provided with opportunities for release days or to paid at the adjunct rate to work beyond their contracted time to engage in professional development. This included providing time for Social Science teachers to work with the new curriculum adoption and time for one of our science teachers to work with the district's Science coach. McNair's RTI leadership team also met to discuss and plan intervention within the school day at McNair High School. | Timecards 1120 Teacher Temp Title I 3000 Substitutes 1150 Teacher Sub Title I 2000 | Timecards 1120 Teacher Temp Title I 374 Substitutes 1150 Teacher Sub Title I 1057.5 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| <p>PD 4</p> <p>Provide opportunities for teachers, administrators and counselors to attend professional development activities focused on building a professional learning community, assessments, special education or other topics will help with overall school improvement.</p> | <p>PD 4</p> <p>During the 2018-2019 school year 25 teacher had the opportunity to attend conferences and other professional development activities that occurred off site. Highlights Included: Five special education teachers attended a special education conference, two class advisers attended the a conference focused on student activities and five science teachers attended a conference that focused in the Next Generation Science Standards (NGSS) .</p> | <p>Conferences 5220 Conference Title I 15441</p> | <p>Conferences 5220 Conference Title I 6182.23</p> |

Analysis

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

PD 1

During the 2018-2019 school year all teachers had weekly collaboration time for 1 hour each week. Activities included developing common assessments and analyzing the data of the assessment for the purpose of driving future instruction.

PD 2

During the 2018-2019 school year seven teachers and three administrators attended conferences that focused on Response to Intervention (RTI) One teacher visited a different school that currently offers intervention during the school day. The teachers and administrators who attended the conferences shared the information they gathered with other teachers throughout the course of the school year.

PD 3

During the 2018-2019 school year teachers at McNair High School were provided with opportunities for release days or to paid at the adjunct rate to work beyond their contracted time to engage in professional development. This included providing time for Social Science teachers to work with the new curriculum adoption and time for one of our science teachers to work with the district's Science coach. McNair's RTI leadership team also met to discuss and plan intervention within the school day at McNair High School.

PD 4

During the 2018-2019 school year 25 teacher had the opportunity to attend conferences and other professional development activities that occurred off site. Highlights Included: Five special education teachers attended a special education conference, two class advisers attended the a conference focused on student activities and five science teachers attended a conference that focused in the Next Generation Science Standards (NGSS) .

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

The goal was to have 20% of the teaching staff and 100% of the administrative staff attend conferences. This goal was met. Approximately 31% of the teaching staff and 100% of the administrative staff attended conferences. The teachers and administrators who attended the conferences that focused on RTI were able to share valuable information with other staff members regarding intervention during the school day. Special Education teachers reported that the information gathered at the special education conference was useful. The Science teachers who attended the conference focused on the NGSS stated that the information gathered will help with the transition to the NGSS.

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

Approximately \$40,000.00 was allocated for professional development, just over \$33,000.00 was spent. There were two conferences that teachers were unable to register for because they were closed. Also, teachers did not use as many release days or adjunct hours as predicted. These were the main reasons for the difference between the allocation and actual expenditure.

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

The professional development goal for 2019- 2020 will remain very much the same as it was for the 2018-2019 school year, teachers will attend conferences that focus on classroom management and restorative practices along with conferences that focus on intervention.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 6

McNair High School will increase the graduation rate to 86%.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|------------------|--|---|
| Graduation Rate | The graduation rate will increase by 5% to 86% | The graduation rate in 2018 was 85.7%. Graduation rates for 2019 are not currently available. |

Strategies/Activities for Goal 6

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| G1 Counselors will regularly meet with students and parents in an effort to ensure that all effected parties are aware of the students' progress toward graduation | Graduation 1 During the 2018-2019 school year counselors from McNair High School regularly met with twelfth grade students and their parent in their efforts to ensure that all parties effected were aware of their progress toward graduation. Counselors provided written notification, made phone calls and scheduled in person meetings. | Counselors LCFF | Counselors LCFF |
| G2 Counselors will identify students in need of extra support and identify programs that may be of benefit to the students. Programs may include courses designed to support students who struggle in math, after school tutoring and/or study hall, Response to Intervention (RTI) programs within different | Graduation 2 During the 2018-2019 school year counselors identified students were were in need of additional support and worked to provide that support to students This support included courses designed to provide additional support as well as credit recovery opportunities and interventions that | Counselors LCFF | Counselors LCFF |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| subject areas and credit recovery programs. | occurred within the school day. | | |
| <p>G3</p> <p>Credit recovery options will available to students after school and within the school day. Credit recovery options will include but will not be limited to LUSD's credit recovery program, LUSD's independent study program, the ability of students to recover credits within the school day.</p> | <p>Graduation 3</p> <p>During the 2018-2019 school year students at McNair High School had access to two different credit recovery programs. Both programs were available to students after the school day ended. Both programs provided opportunities for students to take courses they had previously failed.</p> | District Funded Independent Study Program LCFF | District Funded Independent Study Program LCFF |
| <p>G4</p> <p>The principal, vice-principal, counselors and career center technician will plan graduation activities, including but not limited to student and parent informational meetings over the course of the 2017/2018 school year. Students and parents will be made aware of scholarships, financial aid and vocation opportunities .</p> | <p>Graduation 4</p> <p>During the 2018-2019 school year the administrative staff, the counseling staff and the college and career center technician planned and carried our graduation activities. These activities included college and career information nights, financial aid informational meetings and senior awards nights.</p> | Timecards 2420 Clerical Temp Title I 1276 | Timecards 2420 Clerical Temp Title I |
| <p>G5</p> <p>Develop and implement a Response To Intervention (RTI) program in Social Science and World Language and other subjects in an effort to assist students with fulfilling the requirements for graduation. RTI plans will vary between subject areas. Teachers at</p> | <p>Graduation 5</p> <p>During the 2018-2019 school year the Social Science and World Language departments offered intervention to struggling students during the school day. Teachers in the Social Science department used data from common assessments to identify</p> | <p>Timecards 1120 Teacher Temp Title I 8000</p> <p>Substitutes 1150 Teacher Sub Title I 3559</p> | <p>Timecards 1120 Teacher Temp Title I</p> <p>Substitutes 1150 Teacher Sub Title I</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| McNair High School are in the early phases of development. World Language Teachers identify students who are struggling and require them to go to a different classroom for approximately one hour per week to receive targeted intervention. World Geography teachers have developed a similar program. | students who were in need of intervention. Teachers would then keep struggling students and provide targeted intervention while other students would go to another classroom and participate in enrichment activities. The World Language department employed the services of a retired teacher who would work individually with students who, according to different assessments, were struggling with the content. | | |

Analysis

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

| |
|--|
| <p>Graduation 1</p> <p>During the 2018-2019 school year counselors from McNair High School regularly met with twelfth grade students and their parent in their efforts to ensure that all parties effected were aware of their progress toward graduation. Counselors provided written notification, made phone calls and scheduled in person meetings.</p> <p>Graduation 2</p> <p>During the 2018-2019 school year counselors identified students were were in need of additional support and worked to provide that support to students This support included courses designed to provide additional support as well as credit recovery opportunities and interventions that occurred withing the school day.</p> <p>Graduation 3</p> <p>During the 2018-2019 school year students at McNair High School had access to two different credit recovery programs. Both programs were available to students after the school day ended. Both programs provided opportunities for students to take courses they had previously failed.</p> <p>Graduation 4</p> <p>During the 2018-2019 school year the administrative staff, the counseling staff and the college and career center technician planned and carried our graduation activities. These activities included college and career information nights, financial aid informational meetings and senior awards nights.</p> <p>Graduation 5</p> <p>During the 2018-2019 school year the Social Science and World Language departments offered intervention to struggling students during the school day. Teachers in the Social Science department used data from common assessments to identify students who were in need of intervention. Teachers would then keep struggling students and provide targeted intervention while other students would go to another classroom and participate in enrichment activities. The World Language department employed the services of a retired teacher who would work individually with students who, according to different assessments, were struggling with the content.</p> |
|--|

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

Graduation data for the 2018-2019 school year is not yet available. Observational data however suggests that the graduation class of 2019 was the largest graduation class in the school's history.

The percentage of students who failed World Geography increased from 20% in the 2017-2018 school year to 23% in the 2018-2019 school year. The percentage of students who earned an A increased from 19% to 23% in the same time frame. The percentage of students who failed World History decreased from 20% to 19% while the percentage of students who earned an A increased from 15% to 20%.

The percentage of student who failed Spanish 1 did not change between the 2017-2018 school year and 2018-2019 school year. The percentage of students who earned an A increased from 31% to 37%. The percentage of students who failed Spanish 2 decreased from 11% to 5% and the percentage of students who earned an A increased from 58% to 63%.

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

Approximately \$12,835.00 was allocated for this goal and approximately \$13,800.00 was spent. This is a difference of approximately \$1,000.00. The biggest difference was that nearly all of the allocated funds were used to pay teachers at the adjunct rate to provide intervention for students outside of their regular contracted time. None was spent on release days.

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

During the 2019-2020 school year the allocation for the graduation goal will increase. McNair High School will offer intervention for credit recovery during the school day. This will require teachers to be paid to work an additional period as well as the purchase of supplementary materials.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 7

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

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|--|
| <ul style="list-style-type: none"> The number of students who graduate from McNair High School meeting the A-G requirements for graduation. The number of students who are college a and career ready according to the California Dashboard | <ul style="list-style-type: none"> The percentage of students who meet the A-G requirements will increase by 7% from the 2016-2017 total. Data regarding college and career readiness for the 2018-2019 school year will be used as a baseline. | <p>The percentage of students who meet the A-G requirements will increase by 7% from the 2016-2017 total.</p> <p>According to the California Dashboard 35.7% of students were prepared for college or career. This was an increase if 5.3% from the previous year.</p> |

Strategies/Activities for Goal 7

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|-------------------------------|
| C & C 1 McNair High School will provide an AVID program in which qualified students are enrolled into an AVID class while being enrolled in other the classes that exposed students to a rigorous, standards based curriculum | C & C 1 During the 2018-2019 school year McNair High School continued to offer an AVID program. Students enrolled in the AVID program were exposed to rigorous, standards based curriculum. Students were also provided with opportunities to participate on activities in their AVID classes that focused on college readiness. | AVID Program LCFF | AVID Program |
| C & C 2 AVID teachers will be provided with release time | C & C 2 During the 2018-2019 school year AVID teachers and the AVID | Timecards 1120 Teacher Temp Title I 2000 | Timecards Title I 1305 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| and/or adjunct pay for the purpose of planning and refining instruction. The AVID site coordinator will be provided with additional release time in order to observe the AVID teachers at McNair High School and articulate with AVID teachers from feeder programs. | site coordinator were provided with release time and/or paid at the adjunct rate for the purpose of planning and refining instruction and collecting and analyzing data related to the AVID program. The AVID coordinator focused on preparing McNair's program for the certification process. As a result McNair's AVID program is currently "Highly Certified." | Substitutes 1150 Teacher Sub Title I 2500 | Substitutes Title I 4862 |
| C & C 3 Students enrolled in AVID Classes will have the opportunity to explore college and career options of the course of the 2017/2018 school year. | C & C 3 During the 2018-2019 school year students enrolled in McNair's AVID program were provided opportunities to participate in study trips to CSU Stanislaus and CSU Sacramento. | Study Trips 5872 Field Trips Title I 4000 | Study Trips Title I 4000 |
| C & C 4 All ninth-grade students will be enrolled Seminar 101. Seminar 101 is a class designed to provide ninth grade students with organizational skills necessary for success in high school as well as information regarding college and career options. Seminar 101 teachers will be provided with release time or adjunct pay for the purpose of planning instruction and analyzing data. | C & C 4 During the 2018-2019 school year most ninth grade students were enrolled in a Seminar 101 class. Students who were enrolled in an AVID class were not enrolled in a Seminar 101 class, Teachers who teach Seminar 101 were provided with release time and/or paid at the adjunct rate to plan instruction and analyze data. | Timecards 1120 Teacher Temp Title I 2000 Substitutes 1150 Teacher Sub Title I 925 | Timecards 1120 Teacher Temp Title I 382.5 Substitutes 1150 Teacher Sub Title I |
| C & C 5 Provide opportunities for AVID Teachers, along | C & C 5 In June of 2019 eight teachers from McNair | Conferences 5220 Conference Title I 8000 | Conferences 5220 Conference 6392.72 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|---|--|
| with administrators to attend conferences that focus on AVID. This may include but will not be limited to the AVID summer institute and other AVID conferences. | High School attended the AVID Summer Institute in Sacramento. | | |
| <p>C & C 6</p> <p>McNair High School will provide support for parents so that they can support their students in their efforts to develop a plan for life after high school. This may include but will not be limited to parent information nights regarding financial aid, parent support for Naveance (A college and Career Readiness Program) and information for parents regarding other post-secondary programs.</p> | <p>C & C 6</p> <p>During the 2018-2019 school year McNair High School provided support for parents so that they were able support their students in their efforts to develop a plan for life after high school. This included but will not be limited to parent information nights regarding financial aid, parent support for Naveance (A college and Career Readiness Program) and information for parents regarding other post-secondary programs.</p> | Counselors Seminar 101 Classes LCFF | Counselors Seminar 101 Classes |
| <p>C & C 7</p> <p>Provide supplemental resources for classes that focus on and/or promote college and career readiness for students at McNair High School. This will include, but will not be limited to the purchase of Promethean Panels for World Language and Career and Technical Education Classes, the purchase of a color printer and a copier for the student activities class so that students can create products that support college and career readiness, the purchase of supplemental materials</p> | <p>C & C 7</p> <p>During the 2018-2019 school year supplementary materials were purchased for teachers at McNair High School. This included Promethean Panels, STEM Materials and other technology that was to be used to increase students college and career readiness.</p> | Promethean Panels, Color Printer, Supplementary Materials for Science Classes 4475 Technology (\$500-\$9,999) Title I 30000 | Promethean Panels, Color Printer, Supplementary Materials for Science Classes Title I 31392.94 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|----------------------------|--------------------------|----------------------------------|
| <p>for science classes to promote STEM projects.</p> <p>McNair High will upgrade technology to provide more opportunities for students to use up-to-date technologies and programs to further their studies and achievement.</p> <ul style="list-style-type: none"> Promethean panels provide opportunities on a daily basis for students to interact with curriculum in real time. Promethean panels address all learning modalities and assist in maintaining student engagement. Promethean panels provide teachers with the ability to have multiple resources available at their fingertips. Promethean panels provide students with the opportunity to be familiar with 21st century technology. The panels are used for presentations as well for pre and post lesson activities Promethean panels provide the ability to show teacher created videos. | | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|----------------------------|--------------------------|----------------------------------|
| <ul style="list-style-type: none"> Promethean panels provide teachers the ability to demonstrate the use of different programs that are used in the classroom on a regular basis including Google Classroom, Google Docs and Google Slides. Promethean panels facilitate the use of educational applications including Dreambox and Studysync | | | |

Analysis

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

C & C 1

During the 2018-2019 school year McNair High School continued to offer an AVID program. Students enrolled in the AVID program were exposed to rigorous, standards based curriculum. Students were also provided with opportunities to participate on activities in their AVID classes that focused on college readiness.

C & C 2

During the 2018-2019 school year AVID teachers and the AVID site coordinator were provided with release time and/or paid at the adjunct rate for the purpose of planning and refining instruction and collecting and analyzing data related to the AVID program. The AVID coordinator focused on preparing McNair's program for the certification process. As a result McNair's AVID program is currently "Highly Certified."

C & C 3

During the 2018-2019 school year students enrolled in McNair's AVID program were provided opportunities to participate in study trips to CSU Stanislaus and CSU Sacramento.

C & C 4

During the 2018-2019 school year most ninth grade students were enrolled in a Seminar 101 class. Students who were enrolled in an AVID class were not enrolled in a Seminar 101 class. Teachers who teach Seminar 101 were provided with release time and/or paid at the adjunct rate to plan instruction and analyze data.

C & C 5

In June of 2019 eight teachers from McNair High School attended the AVID Summer Institute in Sacramento.

C & C 6

During the 2018-2019 school year McNair High School provided support for parents so that they were able to support their students in their efforts to develop a plan for life after high school. This included but will not be limited to parent information nights regarding financial aid, parent support for Naveance (A college and Career Readiness Program) and information for parents regarding other post-secondary programs.

C & C 7

During the 2018-2019 school year supplementary materials were purchased for teachers at McNair High School. This included Promethean Panels, STEM Materials and other technology that was to be used to increase students college and career readiness.

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

The percentage of students who met the A-G requirements for admission to a UC or a CSU during the 2018-2019 school is not currently available.

According to the California Dashboard the percentage of students from McNair High School who are considered college or career ready increased by 5.3%

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

During the 2018-2019 school year approximately \$4,500.00 was allocated for the AVID team to have release time or to be paid at the adjunct rate for the purpose of planning instruction and analyzing data. The actual expenditure was approximately \$6,200.00. The McNair's lead AVID teacher utilized additional hours and release days to complete the program's report for certification and to articulate with feeder AVID programs.

During the 2018-2019 school year approximately \$2,900.00 was allocated for Seminar 101 teachers to use release time or to be paid at the adjunct rate to plan instruction and analyze data, the actual expenditure was approximately \$382.00. There was a transition in the Seminar 101 program. A new lead teacher took over along with two teachers who were new to the program.

During the 2018-2019 school year The allocation for supplementary materials was \$30,000.00 while the actual expenditure was estimated at \$31,392.94, The actual cost of some items was more than the estimated cost.

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

There will be no significant changes to the college and career readiness goal. The allocations for each action may change based on need. The changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 8

McNair High School will promote a positive school climate that provides a safe learning environment for all students.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|--|--|
| <ul style="list-style-type: none">Attendance Rates, including TardiesSuspension and Expulsion Rates | <p>During the 2018-2019 there was an average of 1,500 tardies per week.</p> <p>During the 2018-2019 School year approximately 750 student has 20 or more unexcused period absences according to the Aeries Student Information System</p> <p>During the 2018-2019 Suspensions will decrease by 25%..</p> <p>During the 2018-2019 school year expulsions decreased by 50%</p> | <p>The number of tardies represents baseline data for the 2019-2020 school year,</p> <p>The total number of students considered chronic absentees represents baseline data for the 2019-2020 school year.</p> <p>Number of suspensions increased by 2%.</p> <p>Number of expulsions decreased by approximately 50%</p> |

Strategies/Activities for Goal 8

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| Provide support for McNair's Positive Behavior Intervention and Supports (PBIS). This will include providing additional mental health services to students in need of tier three interventions as well all students on campus. | Positive School Climate 1 During the 2018-2019 school year McNair High School offered additional mental health services to students who were identified as needing tier three interventions according to McNair's Positive Behavior Interventions and Supports (PBIS) model. A mental health clinician was on site one day to week to provide additional services | McNair High School will provide mental health services for students whose needs exceed the services that can be provided by the counseling students. McNair High School will bring in a mental health clinician for a total of 22 days over the course of the 2018-2019 school year to provide services for students who have not responded to tiers 1 & 2 of McNair's Positive Behavior Intervention and Supports (PBIS). | McNair High School will provide mental health services for students whose needs exceed the services that can be provided by the counseling students. McNair High School will bring in a mental health clinician for a total of 22 days over the course of the 2018-2019 school year to provide services for students who have not responded to tiers 1 & 2 of McNair's Positive Behavior Intervention and Supports (PBIS) |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| | | 1920 Other Cert Temp Title I 8000 | 1920 Other Cert Temp Title I 8000 |
| Provide materials to support McNair High School's Positive Behavior Intervention and Supports (PBIS) program. | Positive School Climate 2 During the 2018-2019 school year materials were purchased to support McNair's PBIS initiative. The focus of the supplemental materials was to support McNair's positive behavior expectations for students and staff. . | Provide materials to support McNairs Positive Behavior Intervention and Supports (PBIS). These materials may include, but will not be limited to posters promoting PBIS, materials promoting McNair's reward system and materials that can provide tier 1 and tier 2 interventions for students. 4300 Materials Title I 1500 | Provide materials to support McNairs Positive Behavior Intervention and Supports (PBIS). These materials may include, but will not be limited to posters promoting PBIS, materials promoting McNair's reward system and materials that can provide tier 1 and tier 2 interventions for students. 4300 Materials Title I 1500 |
| Provide additional funding for the Community Liaison Assistant to do home visits and attend school wide events that occur after their contract time. | Positive School Climate 3 During the 2018-2019 school year additional funding was available for McNair's Community Liaison Assistant to conduct home visits and attend functions outside of the regular contract hours. | Provide funding for McNair's Community Liaison Assistant (CLA) to provide additional supports to students beyond his contracted day. The CLA will attend events on campus and do additional home visits. 2200 Class Support Temp Title I 500 | Provide funding for McNair's Community Liaison Assistant (CLA) to provide additional supports to students beyond his contracted day. The CLA will attend events on campus and do additional home visits. 2200 Class Support Temp Title I |

Analysis

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

Positive School Climate 1

During the 2018-2019 school year McNair High School offered additional mental health services to students who were identified as needing tier three interventions according to McNair's Positive Behavior Interventions and Supports (PBIS) model. A mental health clinician was on site one day to week to provide additional services.

Positive School Climate 2

During the 2018-2019 school year materials were purchased to support McNair's PBIS initiative. The focus of the supplemental materials was to support McNair's positive behavior expectations for students and staff. .

Positive School Climate 3

During the 2018-2019 school year additional funding was available for McNair's Community Liaison Assistant to conduct home visits and attend functions outside of the regular contract hours.

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

During the 2018-019 school year expulsions decreased by 50% while suspension increased by 2%.

Baseline data was collected for tardies as well for chronic absentees .

Observational data indicates that McNair's PBIS initiative is starting to be effective. Students and staff are making the behavior expectations (Safe, Organized, Accountable, Respectable or SOAR) part of the school's culture.

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

There were no major discrepancies between the initial allocation and the actual expenditures for actions 1 and 2.

Regarding action 3, a total of \$500 was allocated, the actual expenditure fell below that.

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

Action 1 providing mental health services will be removed. During the 2019-2020 school year McNair will be able offer additional mental health services to be paid for from other sources. A new action will be added to provide software that will allow staff members to track students for intervention and attendance in different programs on campus.

These changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

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

During the 2019/2020 school year the percentage 11th grade students who met or exceed standards according the CAASPP will increase from 42% to 50%. During the 2016-2017 school year the percentage of students who met or exceeded standards increased form 38% to 41%.

During the 2019/2020 School year the percentage of students who meet standards on English/Language Arts Benchmark Exams will increase by 10% at each grade level. According to data provided by the district's Assessment Research and Evaluation (ARE) Department 2% of 9th grade students, 0% of 10th grade students, 1% of 11th grade students and 1% of 12th grade students met standards according to the district benchmark exams.

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

LCAP Goal

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

Basis for this Goal

English/Language Arts Grades from the 2018-2019 school year along with CAASPP data and benchmark data from the 2018-2019 school year.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Grade Data CAASPP Data Benchmark Data Reading Inventory Data | Grade Data: English 9 CP- 87% Passage Rate English 10 CP- 82% Passage Rate English 11 CP- 82% Passage Rate English 12 CP- 88% Passage Rate CAASPP Data: 42% Met or Exceeded Standards District Benchmark Data: | Grade Data: English 9 CP- 90% Passage Rate English 10 CP- 90% Passage Rate English 11 CP- 90% Passage Rate English 12 CP- 90% Passage Rate CAASPP Data: 50% Will Meet or Exceed Standards District Benchmark Data: |

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|---|--|
| | 9th Grade- 2% Met or Exceeded Standards 10th Grade 5% Met or Exceeded Standards 11th Grade- 1% Met or Exceeded Standards 12 Grade 1% Met or Exceeded Standards Reading Inventory Data: 40 Point Average Increase in Lexile Score | 9th Grade- 12% Will Meet or Exceed Standards 10th Grade % Will Meet or Exceed Standards 11th Grade- 11% Will Meet or Exceeded Standards 12 Grade 11% Will Meet or Exceeded Standards Reading Inventory Data: 100 Point Average Increase in Lexile Score |

Planned Strategies/Activities

Strategy/Activity 1

ELA 1

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

All ELA teachers, vice principal, principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Approved Curriculum

Strategy/Activity 2

ELA 2

All students will have access to after school tutoring.

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Tutoring staff, vice principal

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

LCFF

Description

After School Program

Strategy/Activity 3**ELA 3**

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Librarian and library technician

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

LCFF

Description

Library tech

Strategy/Activity 4**ELA 4**

English/Language Arts teachers will develop and implement a pilot Response To Intervention (RTI) to program to provide targeted intervention to students in need. English/Language Arts teachers will be provided with release time and/or will be paid at the adjunct rate to work outside of their contract day to analyze data and plan targeted intervention. Teachers will also be paid at the adjunct rate to provide targeted intervention during their prep time. Teachers will analyze data from multiple sources in an effort to identify students who are struggling. Once struggling students are identified the teacher will determine who will remain in their classroom during intervention time and who will go to a different classroom for an enrichment activity. Teachers will offer enrichment activities during their prep period. The targeted intervention and enrichment will take place at least one day per week for at least one hour.

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

All teachers, principal, and vice-principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|-------------------|
| Amount | 5175 |
| Source | Title I |
| Budget Reference | 1120 Teacher Temp |
| Description | Timecards |
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Substitutes |

Strategy/Activity 5

ELA 5

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

Students to be Served by this Strategy/Activity

Incoming ninth grade students to McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

ELA Teachers, vice-principal, principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---------------------------|
| Amount | 561 |
| Source | Title I |
| Budget Reference | 1120 Teacher Temp |
| Description | Timecards and Substitutes |

Strategy/Activity 6

ELA 6

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

Students to be Served by this Strategy/Activity

.All students enrolled at McNair High School

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Approved Curriculum

Strategy/Activity 7

ELA 7

English/Language Arts Teachers will be given release time and/or paid at the adjunct rate to work beyond their contract time to develop and refine curriculum and create common formative assessments. The data collected from the assessments will be used along with benchmark and grade data to plan future instruction. This data will also be used to develop and implement the Response To Intervention (RTI) program referenced in Action 4

Students to be Served by this Strategy/Activity

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

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

English/Language Arts Teachers

Proposed Expenditures for this Strategy/Activity

Source

Title I

Budget Reference

1120 Teacher Temp

Description

Timecards

Amount

7000

Source

Title I

Budget Reference

1150 Teacher Sub

Description

Substitutes

Strategy/Activity 8

ELA 8

READ 180 and English 3D classes will be available for all students identified as needing remediation in reading.

Students to be Served by this Strategy/Activity

Students who, according to their reading inventory score, English Learner Status or other factors are in need of support in reading.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Read 180 teachers, counselors, administration.

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

LCFF

DescriptionRead 180 Class
EL Support classes using EL support material with StudySync**Strategy/Activity 9**

ELA 9

McNair High will upgrade technology to provide more opportunities for students to use up-to-date technologies and programs to further their studies and achievement.

Students to be Served by this Strategy/Activity

All students enrolled at McNair

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Principal

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

1600

Source

Title I

Budget Reference

4375 Technology (under \$500)

Description

Document Cameras

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Student Grades from the 2016-2017 School Year
CASSPP Math Scores
District Benchmarks for Math
Math Inventory Scores

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|--|
| Integrated Math 1 Grades High School Math Grades High School Math A Grades High School Math B Grades | Integrated Math 1 Grades- 85% of passed with a grade of a D or better. High School Math Grades- 72% passed with a D or better. High School Math A Grades- 73% passed with a D or better High School Math B Grades- 82% passed with a D or better | Integrated Math 1 Grades - 90% Pass with a D or better High School Math Grades- 85% Pass with a D or better High School Math A Grades- 85% Pass with a D or better High School Math B Grades- 85% Pass with a D or better |
| Benchmark Scores Grade 9- Grade 10- Grade 11- Grade 12- | Benchmark Scores Grade 9- 34% Proficient or Advanced Grade 10- 29% Proficient or Advanced Grade 11- 27% Proficient or Advanced Grade 12- 30% Proficient or Advanced | Benchmark Scores Grade 9- 39% Proficient or Advanced Grade 10- 34% Proficient or Advanced Grade 11- 32% Proficient or Advanced Grade 12- 40% Proficient or Advanced |
| CAASPP Scores | CAASPP Scores- 25% Proficient or Advanced | CAASPP Scores- 30% Proficient or Advanced |

Planned Strategies/Activities

Strategy/Activity 1

M1

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

Students to be Served by this Strategy/Activity

All students enrolled in math classes at McNair High School.

Timeline

July 30, 2019 to May 29, 2020

Person(s) Responsible

All Math teachers, vice principal, principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Approved Curriculum

Strategy/Activity 2

M2

All students will have access to after school tutoring.

Students to be Served by this Strategy/Activity

All students enrolled in math classes at McNair High School.

Timeline

July 30, 2019 to May 29, 2020

Person(s) Responsible

Tutoring staff, vice principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Timecards

Strategy/Activity 3

M3

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

Students to be Served by this Strategy/Activity

All students enrolled in math classes at McNair High School.

Timeline

July 30, 2019 to May 29, 2020

Person(s) Responsible

All Math teachers, vice-principal, and principal

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|-------------------|
| Amount | 2481 |
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Substitutes |
| Source | Title I |
| Budget Reference | 1120 Teacher Temp |
| Description | Timecards |

Strategy/Activity 4

M4
Math teachers will articulate their curriculum with feeder school teachers to help facilitate a smooth transition from the 8th grade to the 9th grade and to better support students learning.

Students to be Served by this Strategy/Activity

Incoming ninth grade students at McNair High School.

Timeline

July 30, 2019 to May 29, 2020

Person(s) Responsible

Math Teachers, vice-principal, principal

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|------------------|
| Amount | 561 |
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Substitutes |

Strategy/Activity 5

M5

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

Students to be Served by this Strategy/Activity

All students enrolled in math classes at McNair High School.

Timeline

July 30, 2019 to May 29, 2020

Person(s) Responsible

All Math teachers, Vice-Principal, Principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Materials and Supplies

Strategy/Activity 6

M6
Math teachers will work to develop a Response to Intervention (RTI) program that will identify struggling students and administer targeted intervention. The RTI model that will be used will be as follows: Math teachers will identify struggling students in their classes. At least once per week struggling students will remain in their math classes to receive targeted intervention. Students who are proficient, according to an assessment that was given will be sent to a different classroom to participate in enrichment activities. The teacher providing the enrichment activities will be paid to work during their prep period. Teachers will also be offered release time and/or be paid at the adjunct rate to analyze data and plan intervention.

Students to be Served by this Strategy/Activity

All students enrolled in math classes at McNair High School.

Timeline

July 30, 2019 to May 29, 2020

Person(s) Responsible

All math teachers, vice-principal, principal, District technology staff

Proposed Expenditures for this Strategy/Activity

Amount

4000

Source

Title I

Budget Reference

1120 Teacher Temp

Description

Timecards

Source

Title I

Budget Reference

1150 Teacher Sub

Description

Substitutes

Strategy/Activity 7

M7
Students who did not meet standards according to the CASSPP and the district benchmark exams will be identified and attendance checked to ensure they are attending school on a regular basis.

Students to be Served by this Strategy/Activity

All students enrolled in math classes at McNair High School.

Timeline

July 30, 2019 to May 29, 2020

Person(s) Responsible

School Administration, clerical staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------|-----------------------|
| Source | LCFF |
| Description | Monitoring Attendance |

Strategy/Activity 8

M8
Provide opportunities for math teachers to engage in professional development focused on the Math CAASPP tests as well the district approved math curriculum.

Students to be Served by this Strategy/Activity

All students enrolled in Math classes at McNair High School

Timeline

July 30, 2019 to May 29, 2020

Person(s) Responsible

Math Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Source | Title I |
| Budget Reference | 5220 Conference |
| Description | Professional Development for Math Teachers, See Professional Development Action 2 |

Strategy/Activity 9

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

Students to be Served by this Strategy/Activity

All students enrolled in math classes at McNair High School.

Timeline

July 30, 2019 to May 29, 2020

Person(s) Responsible

Intervention teachers, counselors, administration.

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Supplemental Curriculum

Strategy/Activity 10

Students to be Served by this Strategy/Activity

M 10

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

Timeline

July 30, 2019 to May 29, 2020

Person(s) Responsible

Math Teachers

Proposed Expenditures for this Strategy/Activity

Amount

5000

Source

Title I

Budget Reference

4375 Technology (under \$500)

Description

Calculators

Amount

5500

Source

Title I

Budget Reference

4475 Technology (\$500-\$9,999)

Description

Calculators

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

20% of the English Learners at McNair will be re-designated at proficient during the 2018/2019 school year. This would be a 12% increase from the 2018/2019 school year. English Learners enrolled in the Reading Intervention (Read 180 Class) will increase their lexile score by at least 80 points grade levels.

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

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|---|
| <ul style="list-style-type: none">Percentage of English Learners who are reclassified to proficient according to the ELPAC.Percentage of English Learners who meet or exceed standards on the English/Language Arts benchmark.Percentage of Students who meet or exceed standards on the English Language Arts section of the CAASPP. <p>Percentage of students who meet or exceed standards on the Math benchmark.</p> | <ul style="list-style-type: none">Percentage of English Learners who are reclassified to proficient according to the ELPAC was 8.46%Percentage of English Learners who meet or exceed standards on the English/Language Arts benchmark was 0%.Percentage of Students who meet or exceed standards on the English Language Arts section of the CAASPP was 0%. | <ul style="list-style-type: none">Percentage of English Learners who are reclassified to proficient according to the ELPAC will be 20%Percentage of English Learners who meet or exceed standards on the English/Language Arts benchmark will be 10%Percentage of Students who meet or exceed standards on the English Language Arts section of the CAASPP will be 10%. |

| Metric/Indicator | Baseline | Expected Outcome |
|--|--|--|
| Percentage of Students who meet or exceed standards on the Math section of the CAASPP. | Percentage of students who meet or exceed standards on the Math benchmark was 22%. Percentage of Students who meet or exceed standards on the Math section of the CAASPP was 4% | Percentage of students who meet or exceed standards on the Math benchmark will be 30%. Percentage of Students who meet or exceed standards on the Math section of the CAASPP will be 10%. |

Planned Strategies/Activities

Strategy/Activity 1

ELL 1

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

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Approved Curriculum

Strategy/Activity 2

ELL 2

All ELL students will have access to after school tutoring.

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Tutoring staff, ELL teacher, vice-principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

After School Program

Strategy/Activity 3

ELL 3

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

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Librarian and library technician.

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

LCFF

Description

Library technician

Strategy/Activity 4

ELL 4

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

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

All teachers, vice-principal, and principal

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

0

Source

Title I

Budget Reference

1120 Teacher Temp

DescriptionTimecards
See ELA 4**Amount**

0

| | |
|-------------------------|--------------------------|
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Substitutes See ELA 4 |

Strategy/Activity 5

ELL 5

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

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

ELA Teachers, asst-principal, principal.

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|------------------|
| Amount | 561 |
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Substitutes |

Strategy/Activity 6

ELL 6

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

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|------------------------|
| Source | LCFF |
| Description | Materials and Supplies |

Strategy/Activity 7

ELL 7

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

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

All teachers, vice-principal, principal, .

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--------------------------|
| Amount | 0 |
| Source | Title I |
| Budget Reference | 1120 Teacher Temp |
| Description | Timecards See ELA 4 |
| Amount | 0 |
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Substitutes See ELA 4 |

Strategy/Activity 8

ELL 8

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

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Read 180 teachers, counselors, administration.

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|----------------------------------|
| Source | LCFF |
| Description | Read 180 Curriculum and Teachers |

Strategy/Activity 9

ELL 9

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

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|--|
| Source | LCFF |
| Description | Para-Professionals Community Liaisons District Coaches |

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent / Family Engagement

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|---|
| Attendance at Back To School Night Attendance at Monthly Coffee With The Counselors Participation in Various Surveys Created District or McNair High School Parent Participation in WASC Probationary Report Process | Back to School Night- 111 parents signed in. Coffee with the Counselors- Ranged from 13 attendees to 23 attendees Open House and Student Showcase: Estimated 60 attendees There were 23 responses to the 2019 parent survey | <ul style="list-style-type: none">The number of parents who signed in at back to school night increase by approximately 20%, bringing the total to approximately 141. <p>Increase the number of parents who attend coffee with the counselors by 20%, bringing totals that range from 16 to 28.</p> <p>Increase the percentage of parents who respond to the parent survey by approximately 100%, bringing the total to approximately 46 respondents.</p> |

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Administration, site staff

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

860

Source

Title I: Parent Involvement

Budget Reference

5715 Print Shop

Description

Print Shop
See PI 2

Amount

1000

Source

Title I: Parent Involvement

Budget Reference

5711 Postage

Description

Postage
See PI 2

Strategy/Activity 2

PI 2

McNair High will make use of newsletters, school marquee, Connect Ed. Phone system, flyers to keep parents updated as to school events and activities. Print shop and postage

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Principal, vice-principal, clerical staff

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

Title I: Parent Involvement

Budget Reference

5711 Postage

Description

Print Shop and Postage

Strategy/Activity 3

PI 3

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

All staff.

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Teachers

Strategy/Activity 4

PI 4

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Clerical Staff

Proposed Expenditures for this Strategy/Activity

Amount

1100

Source

Title I: Parent Involvement

Budget Reference

2420 Clerical Temp

Description

Timecards

Amount

1353

Source

Title I: Parent Involvement

Budget Reference

2920 Other Class Temp

Description

Timecards

Strategy/Activity 5

PI 5

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

Students to be Served by this Strategy/Activity

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

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Clerical Staff

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|-----------------------------|
| Amount | 800 |
| Source | Title I: Parent Involvement |
| Budget Reference | 2120 Para Temp |
| Description | Timecards |

Strategy/Activity 6

PI 6

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Principal, Vice-principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------|---------------------|
| Source | LCFF |
| Description | Parent oportunities |

Strategy/Activity 7

PI 7

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Principal, Vice-Principal and Counselors

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|-----------------------------|
| Amount | 1000 |
| Source | Title I: Parent Involvement |
| Budget Reference | 4325 Food For Meetings |
| Description | Refreshments |

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

Professional Development: Teachers at McNair High School will attend a training on Response to Intervention (RTI). The training will be provided by Solution Tree. Teachers and administrators will have the opportunity to attend conferences and other professional development opportunities over the course of the 2019/2020 school year. Conferences and Professional Development Opportunities will include but will not be limited to Conferences that focus on Response To Intervention (RTI), PLC Conferences, Leadership Conferences, Special Education Conferences and other professional development activities provided by the district and the county office of education. Teachers, including English/Language Arts Teachers, Math Teachers, Social Science Teachers and Science Teachers and will be provided with release time and/or paid at the adjunct rate to work beyond their contract time for the purpose of creating and refining common assessments and analyzing data for the purpose of driving future instruction.

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--|---|---|
| The number of teachers who attend conferences, or other professional development activities away from the school site. | Approximately 25 teachers, or 33% of the teaching staff attended conferences during the 2018-2019 school year | During the 2018-2019 school year 3% of the teaching staff and 100% of the administrative staff will attend a conference or other professional development activity away from the school site. The focus will be to send teachers who have not had the chance to attend conferences in the past attend. The teachers and administrators will then lead professional development on campus. |

Planned Strategies/Activities

Strategy/Activity 1

PD 1

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

All teachers, vice-principal, and principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Weekly Collaboration Time

Strategy/Activity 2

PD 2

Provided opportunities for teachers and administrators to attend conferences focused on a variety of topics, including technology, student engagement and Response To Intervention (RTI). An area for focus to the 2019-2020 school year is the development and implementation of an RTI program. During the 2019-2020 school year teachers and administrators will engage in professional development activities that focus on RTI. Teachers and administrators will also research existing RTI programs in an effort to determine what would be most effective for McNair High School. Activities may include, but will not be limited to RTI conferences offered by Solution Tree and conferences offered by the bureau of educational research.

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount

25004

Source

Title I

Budget Reference

5220 Conference

Description

Conferences

Strategy/Activity 3

PD 3

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Principal, Vice-Principal, Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|-------------------|
| Amount | 2000 |
| Source | Title I |
| Budget Reference | 1120 Teacher Temp |
| Description | Timecards |
| Amount | 1722 |
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Substitutes |

Strategy/Activity 4

PD 4

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Counselors, vice-principal, principal, teachers.

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|-----------------|
| Amount | 11213 |
| Source | Title I |
| Budget Reference | 5220 Conference |
| Description | Conferences |

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Graduation Rate

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|--|--|
| Graduation Rate | The latest available data indicated that the graduation rate for 2018 was 86%. Data for 2019 is not currently available. | The graduation rate will increase by 4% to 90% |

Planned Strategies/Activities

Strategy/Activity 1

G1

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Counselors,principal, vice-principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Counselors

Strategy/Activity 2

G2

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Counselors, principal, vice-principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Counselors

Strategy/Activity 3

G3

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Counselors, principal, vice-principal, teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Funded

Strategy/Activity 4

G4

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Counselors,principal, vice-principal, career center technician

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--------------------|
| Amount | 1329 |
| Source | Title I |
| Budget Reference | 2420 Clerical Temp |
| Description | Timecards |

Strategy/Activity 5

G5

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

Students to be Served by this Strategy/Activity

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

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Principal, Social Science Teachers, World Language Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|--------|------|
| Amount | 8000 |
|--------|------|

| | |
|-------------------------|-------------------|
| Source | Title I |
| Budget Reference | 1120 Teacher Temp |
| Description | Timecards |
| Amount | 1920 |
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Substitutes |

Strategy/Activity 6

Implement an intervention program for students in need of credit recovery in Social Science and English Course.

Students to be Served by this Strategy/Activity

Students in need of intervention for credit recovery at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Principal, Vice-Principal, Counselors, English and Social Science Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 5000 |
| Source | Title I |
| Budget Reference | 5875 Technology Licenses |
| Description | Purchase APEX online learning licenses. |
| Amount | 28000 |
| Source | Title I |
| Budget Reference | 1100 Teacher |
| Description | Pay English and Social Science Teachers to work an additional period for the purpose of providing intervention for credit recovery. The plan is to provide intervention for credit recovery in Social Science during the first and third quarter and in English during the second and fourth quarter, |
| Amount | 4050 |
| Source | Title I |
| Budget Reference | 1120 Teacher Temp |
| Description | Provide additional funding for teachers to be paid at the adjunct rate to provide additional opportunities for intervention for credit recovery. This will take place after school. |

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

College and Career Readiness

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Percentage of students who met the A-G requirements during the 2014/2015 and 2015/16 school year. A-G data for the 2016-2017 school year is not yet available.

Data regarding the number of students who were accepted to a community college, a four year college, a trade or technical school or other post-secondary program or joined the military is not readily available. Data will be collected and analyzed at the end of the 2017/2018 school year and will be used as a baseline .

The WASC visiting committee report following the 2017 accreditation visit made the following recommendations: 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.

The School Administration and Leadership Team annually update the school's Profile Assessment Data to include: Students Performance on all standardized tests; A-G completion rates...

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--|---|---|
| <ul style="list-style-type: none">The number of students who graduate from McNair High School meeting the A-G requirements for graduation.The number of students who are college and career ready according to the California Dashboard | <ul style="list-style-type: none">The latest available data regarding A-G completion rates are from 2017. In 2017 38.4% of graduates from McNair High School completed the A-G requirements for admission to a UC or a CSU.According to the California Dashboard 35.7% of graduates were college and career ready. | <ul style="list-style-type: none">The percentage of students who meet the A-G requirements will increase by 7% from the 2016-2017 total.42% of graduates will be College and Career ready according to the California Dashboard. |

Planned Strategies/Activities

Strategy/Activity 1

C & C 1

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

Students to be Served by this Strategy/Activity

Students enrolled in AVID classes at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Site AVID Coordinator, AVID Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

AVID Program

Strategy/Activity 2

C & C 2

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

Students to be Served by this Strategy/Activity

Students enrolled in AVID classes at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Site AVID Coordinator, AVID Teachers

Proposed Expenditures for this Strategy/Activity

Amount

1580

Source

Title I

Budget Reference

1120 Teacher Temp

Description

Timecards

Amount

4000

Source

Title I

Budget Reference

1150 Teacher Sub

Description

Substitutes

Strategy/Activity 3

C & C 3

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

Students to be Served by this Strategy/Activity

Students enrolled in AVID classes at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Site AVID Coordinator, AVID Teachers

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

4000

Source

Title I

Budget Reference

5872 Field Trips

Description

Study Trips

Strategy/Activity 4

C & C 4

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

Students to be Served by this Strategy/Activity

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

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Seminar 101 Teachers

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

2000

Source

Title I

Budget Reference

1120 Teacher Temp

| | |
|-------------------------|------------------|
| Description | Timecards |
| Amount | 1640 |
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Substitutes |

Strategy/Activity 5

C & C 5

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

Students to be Served by this Strategy/Activity

All students enrolled in AVID classes at McNair High School/

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Principal, Vice-Principal, AVID Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|-----------------|
| Amount | 8000 |
| Source | Title I |
| Budget Reference | 5220 Conference |
| Description | Conferences |

Strategy/Activity 6

C & C 6

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Principal, Vice-Principal, Counselors

Proposed Expenditures for this Strategy/Activity

| | |
|-------------|-----------------------------------|
| Source | LCFF |
| Description | Counselors Seminar 101 Classes |

Strategy/Activity 7

C & C 7

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

McNair High will upgrade technology to provide more opportunities for students to use up-to-date technologies and programs to further their studies and achievement.

- Promethean panels provide opportunities on a daily basis for students to interact with curriculum in real time.
- Promethean panels address all learning modalities and assist in maintaining student engagement.
- Promethean panels provide teachers with the ability to have multiple resources available at their fingertips.
- Promethean panels provide students with the opportunity to be familiar with 21st century technology. The panels are used for presentations as well for pre and post lesson activities
- Promethean panels provide the ability to show teacher created videos.
- Promethean panels provide teachers the ability to demonstrate the use of different programs that are used in the classroom on a regular basis including Google Classroom, Google Docs and Google Slides.
- Promethean panels facilitate the use of educational applications including Dreambox and Studysync

Students to be Served by this Strategy/Activity

All Students at McNair

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Principal, World Language Teachers, CTE Teachers, Student Activities Director

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 20000 |
| Source | Title I |
| Budget Reference | 4475 Technology (\$500-\$9,999) |
| Description | Promethean Panels, Color Printer, Supplementary Materials for Science Classes |

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Promote a Positive School Climate

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--|--|---|
| <ul style="list-style-type: none">Attendance Rates, including TardiesSuspension and Expulsion RatesNumber of students who participate intervention programs during the 2019-2020 school year | <ul style="list-style-type: none">The average number of tardies per week was 1.500Approximately 750 students had 20 or more unexcused period absences according to the Aeries Student Information System.Number of suspensions and expulsions during the 2018-2019 school year was 185 <p>Number of expulsions during the 2018-2019 school year was 12</p> | <ul style="list-style-type: none">Number of Tardies will decrease by 10%Number of students with 20 or more unexcused period absences will decrease by 10%.Number of suspensions will decrease by at least 10% <p>Number of expulsions will decrease by at least 25%</p> |

Planned Strategies/Activities

Strategy/Activity 1

Provide materials to support McNair High School's Positive Behavior Intervention and Supports (PBIS) program.

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Principal, Assistant Principals, PBIS Coordinators

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 1500 |
| Source | Title I |
| Budget Reference | 4300 Materials |
| Description | Provide materials to support McNairs Positive Behavior Intervention and Supports (PBIS). These materials may include, but will not be limited to posters promoting PBIS, materials promoting McNair's reward system and materials that can provide tier 1 and tier 2 interventions for students. |

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

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

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Principal, Community Liaison Assistant

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 1062 |
| Source | Title I |
| Budget Reference | 2200 Class Support Temp |
| Description | Provide funding for classified staff to to provide additional supports to students beyond his contracted day. This includes additional funding for McNair's Community Liaison Assistant to conduct home visits and additional funding for other classified staff to provide supplemental support for various programs on campus. . |

Strategy/Activity 3

Purchase Five Star Student

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

July 30, 2019 through May 29, 2020

Person(s) Responsible

Principal, Assistant Principals, PBIS Coordinator, All Teacher

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 2055 |
| Source | Title I |
| Budget Reference | 5875 Technology Licenses |
| Description | Five Star Students allows the staff at McNair to effectively account for students who are participating in the various intervention opportunities around campus. Five Star students will also allow the staff to further implement McNair's Positive Behavior and Supports (PBIS) initiative by giving them the ability to identify students who are taking part in various intervention opportunities as well students who are earning rewards through the recognition system. |

Form C: Budget Summary and Consolidation

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

Budget Summary

| Description | Amount |
|---|------------|
| Total Funds Provided to the School Through the Consolidated Application | |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 172,627.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|-----------------------------|--------|---------|
| Title I | 166514 | 0.00 |
| Title I: Parent Involvement | 6113 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-----------------------------|------------|
| Title I | 166,514.00 |
| Title I: Parent Involvement | 6,113.00 |

Preliminary Plan

Final Plan



11/14/2019

Principal

Date



11/14/2019

SSC Chairperson

Date



11/14/2018 12:00 am

Program Manager

Date



Principal

Date



SSC Chairperson

Date

Program Manager

Date

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

| Budget Reference | Funding Source | Amount |
|---------------------------------|-----------------------------|-----------|
| 1100 Teacher | Title I | 28,000.00 |
| 1120 Teacher Temp | Title I | 27,366.00 |
| 1150 Teacher Sub | Title I | 19,885.00 |
| 2200 Class Support Temp | Title I | 1,062.00 |
| 2420 Clerical Temp | Title I | 1,329.00 |
| 4300 Materials | Title I | 1,500.00 |
| 4375 Technology (under \$500) | Title I | 6,600.00 |
| 4475 Technology (\$500-\$9,999) | Title I | 25,500.00 |
| 5220 Conference | Title I | 44,217.00 |
| 5872 Field Trips | Title I | 4,000.00 |
| 5875 Technology Licenses | Title I | 7,055.00 |
| 2120 Para Temp | Title I: Parent Involvement | 800.00 |
| 2420 Clerical Temp | Title I: Parent Involvement | 1,100.00 |
| 2920 Other Class Temp | Title I: Parent Involvement | 1,353.00 |
| 4325 Food For Meetings | Title I: Parent Involvement | 1,000.00 |
| 5711 Postage | Title I: Parent Involvement | 1,000.00 |
| 5715 Print Shop | Title I: Parent Involvement | 860.00 |

FORM D: School Site Council Membership

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

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

| Name of Members | Role |
|--------------------|----------------------------|
| Mark J. Dawson | Principal |
| Alicia Wong | Classroom Teacher |
| Valorie Fitzgerald | Classroom Teacher |
| Shannon Hagan | Classroom Teacher |
| Joseph Trinh | Classroom Teacher |
| Gabriella Nunez | Other School Staff |
| Tyra Stringer | Parent or Community Member |
| Amy Mezey | Parent or Community Member |
| Selima Tate | Parent or Community Member |
| Emily Lo | Secondary Student |
| Kylene Mercado | Secondary Student |
| Nhi Tran | Secondary Student |

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

FORM E: Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Preliminary Plan

Final Plan



11/14/2019

Principal

Date



11/14/2019

SSC Chairperson

Date

Program Manager

Date



Principal

Date



SSC Chairperson

Date

Program Manager

Date

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| American Indian | 0.5% | 0.4% | 0.22% | 5 | 7 | 4 |
| African American | 10.4% | 11.5% | 11.31% | 185 | 216 | 206 |
| Asian | 39% | 37.8% | 39.3% | 671 | 710 | 716 |
| Filipino | 6.3% | 5.1% | 5.65% | 108 | 96 | 103 |
| Hispanic/Latino | 35% | 35.1% | 35.07% | 601 | 659 | 639 |
| Pacific Islander | 2% | 1.5% | 1.76% | 35 | 29 | 32 |
| White | 5% | 4.4% | 4.28% | 86 | 82 | 78 |
| Multiple/No Response | 0.9% | 4.1% | 1.21% | 15 | 77 | 22 |
| Total Enrollment | | | | 1719 | 1876 | 1,822 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 16-17 | 17-18 | 18-19 |
| Grade 9 | 456 | 419 | 516 |
| Grade 10 | 447 | 462 | 419 |
| Grade 11 | 420 | 449 | 449 |
| Grade 12 | 396 | 409 | 438 |
| Total Enrollment | 1719 | 1739 | 1,822 |

Conclusions based on this data:

1. The total enrollment at McNair has increased by nearly 6% since the 2016-2017 School Year.
2. There has little change on the overall demographics at McNair High School over the last three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| English Learners | 391 | 317 | 268 | 22.7 | 16.9 | 14.7% |
| Fluent English Proficient (FEP) | | | 778 | | | 42.7% |
| Reclassified Fluent English Proficient (RFEP) | 76 | 43 | 43 | 19.44 | 13.56 | 15.9% |

Conclusions based on this data:

1. The overall number as well as the percentage of English Learners enrolled at McNair High School has decreased over the past three years.
2. The percentage of English Learners who have been reclassified as proficient has fluctuated between 19.44% in the 2016-2017 school year to 13.56% in the 2017-2018 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 399 | 434 | 437 | 389 | 415 | 415 | 389 | 415 | 415 | 97.5 | 95.6 | 95 |
| All Grades | 399 | 434 | 437 | 389 | 415 | 415 | 389 | 415 | 415 | 97.5 | 95.6 | 95 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 2583. | 2551. | 2551. | 15.94 | 11.57 | 14.94 | 38.56 | 28.43 | 26.51 | 21.59 | 31.33 | 26.02 | 23.91 | 28.67 | 32.53 |
| All Grades | N/A | N/A | N/A | 15.94 | 11.57 | 14.94 | 38.56 | 28.43 | 26.51 | 21.59 | 31.33 | 26.02 | 23.91 | 28.67 | 32.53 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 25.45 | 16.63 | 18.55 | 49.10 | 54.70 | 42.89 | 25.45 | 28.67 | 38.55 |
| All Grades | 25.45 | 16.63 | 18.55 | 49.10 | 54.70 | 42.89 | 25.45 | 28.67 | 38.55 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 29.05 | 20.00 | 23.86 | 45.50 | 45.78 | 44.58 | 25.45 | 34.22 | 31.57 |
| All Grades | 29.05 | 20.00 | 23.86 | 45.50 | 45.78 | 44.58 | 25.45 | 34.22 | 31.57 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 15.42 | 11.33 | 12.29 | 65.04 | 65.78 | 63.61 | 19.54 | 22.89 | 24.10 |
| All Grades | 15.42 | 11.33 | 12.29 | 65.04 | 65.78 | 63.61 | 19.54 | 22.89 | 24.10 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 28.28 | 20.48 | 20.00 | 48.33 | 51.81 | 47.71 | 23.39 | 27.71 | 32.29 |
| All Grades | 28.28 | 20.48 | 20.00 | 48.33 | 51.81 | 47.71 | 23.39 | 27.71 | 32.29 |

Conclusions based on this data:

1. The overall percentage of students who met or exceeded standards increased by approximately 2% percentage points from the 2017-2018 school year to the 2018-2019 school year.
2. Students showed growth in every area except for research and inquiry and the decline in that area was less than .5% of student who were above standard.
3. The number of students who scored Below Standard increased by nearly 10%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 397 | 434 | 437 | 388 | 415 | 413 | 388 | 414 | 413 | 97.7 | 95.6 | 94.5 |
| All Grades | 397 | 434 | 437 | 388 | 415 | 413 | 388 | 414 | 413 | 97.7 | 95.6 | 94.5 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 2546. | 2523. | 2534. | 7.99 | 5.56 | 5.08 | 18.04 | 15.70 | 19.37 | 24.74 | 24.40 | 22.76 | 49.23 | 54.35 | 52.78 |
| All Grades | N/A | N/A | N/A | 7.99 | 5.56 | 5.08 | 18.04 | 15.70 | 19.37 | 24.74 | 24.40 | 22.76 | 49.23 | 54.35 | 52.78 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 16.75 | 13.29 | 14.04 | 25.77 | 24.88 | 25.18 | 57.47 | 61.84 | 60.77 |
| All Grades | 16.75 | 13.29 | 14.04 | 25.77 | 24.88 | 25.18 | 57.47 | 61.84 | 60.77 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 11.60 | 7.25 | 6.54 | 44.07 | 41.55 | 46.97 | 44.33 | 51.21 | 46.49 |
| All Grades | 11.60 | 7.25 | 6.54 | 44.07 | 41.55 | 46.97 | 44.33 | 51.21 | 46.49 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 12.37 | 8.94 | 9.93 | 53.61 | 53.86 | 54.96 | 34.02 | 37.20 | 35.11 |
| All Grades | 12.37 | 8.94 | 9.93 | 53.61 | 53.86 | 54.96 | 34.02 | 37.20 | 35.11 |

Conclusions based on this data:

1. The percentage of students who met or exceeded standards according to the CAASPP increased by nearly 5% from the 2017-2018 school year to the 2018-2019 school year.
2. Students scored higher in the area of Communicating Reasoning: demonstrating ability to support mathematical conclusions.

3. Students scored lower in the area of Concepts and Procedures: Applying mathematical concepts and procedures.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade 9 | 1516.2 | | 1498.9 | | 1533.1 | | 51 | |
| Grade 10 | 1534.5 | | 1522.5 | | 1546.0 | | 60 | |
| Grade 11 | 1559.5 | | 1555.8 | | 1562.5 | | 64 | |
| Grade 12 | 1520.1 | | 1523.2 | | 1516.5 | | 52 | |
| All Grades | | | | | | | 227 | |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | 21.57 | | 27.45 | | * | | 31.37 | | 51 | |
| 10 | 18.33 | | 33.33 | | 26.67 | | 21.67 | | 60 | |
| 11 | 32.81 | | 35.94 | | * | | 18.75 | | 64 | |
| 12 | 32.69 | | 30.77 | | * | | 25.00 | | 52 | |
| All Grades | 26.43 | | 32.16 | | 17.62 | | 23.79 | | 227 | |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | 33.33 | | 27.45 | | * | | * | | 51 | |
| 10 | 38.33 | | 28.33 | | 18.33 | | * | | 60 | |
| 11 | 53.13 | | 26.56 | | * | | * | | 64 | |
| 12 | 53.85 | | * | | * | | * | | 52 | |
| All Grades | 44.93 | | 24.23 | | 16.30 | | 14.54 | | 227 | |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | * | | 33.33 | | * | | 39.22 | | 51 | |
| 10 | * | | 25.00 | | 28.33 | | 38.33 | | 60 | |
| 11 | * | | 23.44 | | 37.50 | | 26.56 | | 64 | |
| 12 | * | | 32.69 | | 28.85 | | 32.69 | | 52 | |
| All Grades | 8.81 | | 28.19 | | 29.07 | | 33.92 | | 227 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| 9 | 27.45 | | 45.10 | | 27.45 | | 51 | | |
| 10 | 31.67 | | 50.00 | | 18.33 | | 60 | | |
| 11 | 40.63 | | 45.31 | | * | | 64 | | |
| 12 | 34.62 | | 38.46 | | 26.92 | | 52 | | |
| All Grades | 33.92 | | 44.93 | | 21.15 | | 227 | | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| 9 | 45.10 | | 31.37 | | 23.53 | | 51 | | |
| 10 | 51.67 | | 31.67 | | * | | 60 | | |
| 11 | 67.19 | | 23.44 | | * | | 64 | | |
| 12 | 63.46 | | 23.08 | | * | | 52 | | |
| All Grades | 57.27 | | 27.31 | | 15.42 | | 227 | | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| 9 | * | | 33.33 | | 50.98 | | 51 | | |
| 10 | * | | 40.00 | | 50.00 | | 60 | | |
| 11 | * | | 43.75 | | 48.44 | | 64 | | |
| 12 | * | | 44.23 | | 50.00 | | 52 | | |
| All Grades | 9.69 | | 40.53 | | 49.78 | | 227 | | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | * | | 56.86 | | 25.49 | | 51 | |
| 10 | * | | 65.00 | | 18.33 | | 60 | |
| 11 | 35.94 | | 54.69 | | * | | 64 | |
| 12 | 32.69 | | 42.31 | | 25.00 | | 52 | |
| All Grades | 25.99 | | 55.07 | | 18.94 | | 227 | |

Conclusions based on this data:

1. English Learners at McNair High School scored highest in the area of speaking. According the available data more than 63% of the students tested scored in the well developed range.
2. English Learners at McNair scored lowest in the area of Written Language. According to the available data, nearly 60% of the English learners tested scored at levels 1 and 2 for the written language portion of the ELPAC.
3. Over the past three school years 11th grade students have consistently score higher than other grades.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2017-18 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1,740 | 81.4% | 15.5% | 0.8% |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2017-18 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 270 | 15.5% |
| Foster Youth | 14 | 0.8% |
| Homeless | 15 | 0.9% |
| Socioeconomically Disadvantaged | 1,416 | 81.4% |
| Students with Disabilities | 202 | 11.6% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 183 | 10.5% |
| American Indian | 7 | 0.4% |
| Asian | 676 | 38.9% |
| Filipino | 105 | 6.0% |
| Hispanic | 625 | 35.9% |
| Two or More Races | 19 | 1.1% |
| Pacific Islander | 35 | 2.0% |
| White | 75 | 4.3% |







Conclusions based on this data:

1. According to the available data, more than 80% of the students at McNair High School were considered Socioeconomically Disadvantaged during the 2017-2018.
2. According to the available data, English Learners accounted for more than 15% of the student population at McNair High School during the 2017-2018
3. According to the available data, less than 1% of the students at McNair High School were classified as Foster Youth.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|--|---|
| English Language Arts  Orange | Graduation Rate  Green | Suspension Rate  Yellow |
| Mathematics  Orange | | |
| English Learner Progress  No Performance Color | | |
| College/Career  Green | | |

Conclusions based on this data:

1. McNair High School's graduation is in the green. The graduation has increased from the previous school year.
2. McNair High School's suspension rate is in the yellow. The suspension rate has decreased slightly from the previous school year..
3. McNair High School's college and career indicator is in the green. The percentage of students who have met the A-G requirements for entrance into a UC or CSU for the 2017-2018 school year was near 40%.

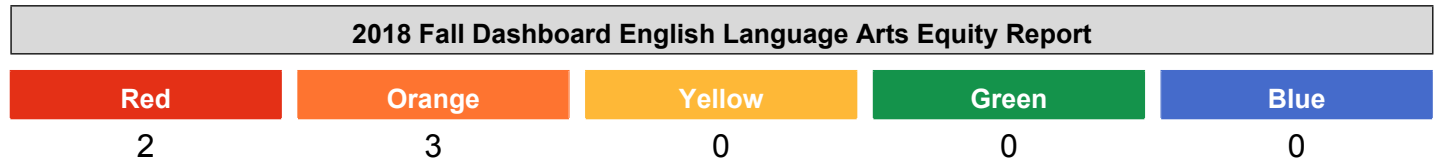
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group | | | | | |
|---|--|--|---|--|--|
| All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  Orange 28.6 points below standard Declined -34.3 points 385 students |  Red 80.5 points below standard Declined -23.2 points 107 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students |  Orange 31.3 points below standard Declined -30.2 points 319 students |  No Performance Color 146.8 points below standard Declined -18.4 points 38 students |

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|--|---|---|---|
| African American  Red 81.1 points below standard Declined -42.5 points 38 students | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students | Asian  Orange 9.7 points below standard Declined -36.7 points 155 students | Filipino  No Performance Color 5.7 points below standard Declined -46 points 26 students |
| Hispanic  Orange 36.9 points below standard Declined -12.2 points 133 students | Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students | White  No Performance Color 28.8 points below standard Declined -73.2 points 13 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

| | | |
|--|--|--|
| Current English Learner 110.4 points below standard Declined -6.3 points 48 students | Reclassified English Learners 57 points below standard Declined -39.1 points 59 students | English Only 34.5 points below standard Declined -34.6 points 148 students |
|--|--|--|

Conclusions based on this data:

1. According to the SBAC data from 2018, all subgroups declined in the area of English/Language Arts.
2. According the the SBAC data from 2018, Hispanic students and Asian students scored in the orange according the dashboard.
3. According the the SBAC data from 2018, African-American students scored in the red according the dashboard.

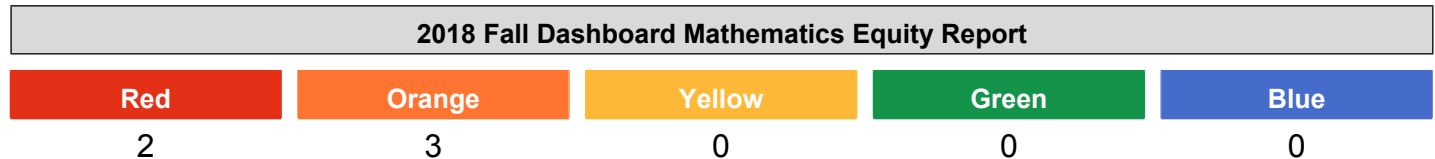
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group | | | | | |
|---|--|---|--|--|--|
| All Students | | English Learners | | Foster Youth | |
|  Orange 100.9 points below standard Declined -23.5 points 381 students | |  Red 156.4 points below standard Declined -16.8 points 106 students | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students | |
| Homeless | | Socioeconomically Disadvantaged | | Students with Disabilities | |
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students | |  Orange 104.4 points below standard Declined -21.4 points 315 students | |  No Performance Color 237.9 points below standard Declined -12.6 points 34 students | |

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| | | | |
|--|---|---|--|
| African American  Red 152.4 points below standard Declined -33.3 points 37 students | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students | Asian  Orange 75.3 points below standard Declined -23.4 points 156 students | Filipino  No Performance Color 87.7 points below standard Declined -52.9 points 26 students |
| Hispanic  Orange 114 points below standard Maintained -2.3 points 130 students | Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students | White  No Performance Color 127.2 points below standard Declined -78.1 points 13 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| | | |
|---|---|---|
| Current English Learner 194.4 points below standard Declined -12.1 points 47 students | Reclassified English Learners 127.1 points below standard Declined -22.7 points 59 students | English Only 119.3 points below standard Declined -27.8 points 144 students |
|---|---|---|

Conclusions based on this data:

1. According to the SBAC data from 2018, all students scored in the orange for mathematics according to the dashboard.
2. According to the SBAC data from 2018, Hispanic students and Asian students scored in the orange according to the dashboard.
3. According to the SBAC data from 2018, African-American students scored in the red according to the dashboard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|---|------------------------|------------------------------|----------------------------|-------------------------|
| Number of Students | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 227 | 26.4% | 32.2% | 17.6% | 23.8% |

Conclusions based on this data:

1. According to the available data 26.4% of the English Learners scored a the level 4, or well developed according to the ELPAC assessment.
2. According to the available data 32.2% of the English Learners scored a the level 3, or moderately developed according to the ELPAC assessment.
3. According to the available data 26.4% of the English Learners scored a the level 2, or somewhat developed according to the ELPAC assessment.

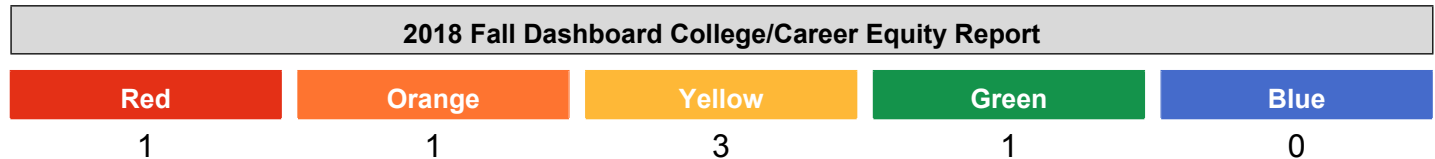
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2018 Fall Dashboard College/Career for All Students/Student Group | | |
|--|---|--|
| All Students  Green 35.7% prepared Increased 5.3% 406 students | English Learners  Yellow 10.4% prepared Increased 6.1% 106 students | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students |
| Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students | Socioeconomically Disadvantaged  Yellow 34.3% prepared Increased 5.4% 364 students | Students with Disabilities  Red 2.6% prepared Maintained 0.3% 39 students |

2018 Fall Dashboard College/Career by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  Orange 13.3% prepared Maintained 0% 45 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |  Green 45.9% prepared Increased 3.1% 170 students |  No Performance Color 53.3% prepared Increased 10.5% 30 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 24% prepared Increased 2.3% 129 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students |  No Performance Color 43.5% prepared Increased 22.4% 23 students |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

| Class of 2016 | Class of 2017 | Class of 2018 |
|-----------------------------------|----------------------------------|----------------------------------|
| 26.1% Prepared | 30.4 Prepared | 35.7 Prepared |
| 22.6% Approaching Prepared | 25.8 Approaching Prepared | 21.7 Approaching Prepared |
| 51.3% Not Prepared | 43.8 Not Prepared | 42.6 Not Prepared |

Conclusions based on this data:

1. According to the available data the percentage of students who are prepared for college or career according to the California Dashboard has increased by nearly 10% over the past three years.
2. According to the available data the percentage of students with disabilities who are prepared for college and career according to the California Dashboard was 2.6.
3. According to the available data the percentage of Hispanic students and Asian students who are prepared for college and career according to the California Dashboard has increased over the previous year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. There is currently no data available for chronic absenteeism.

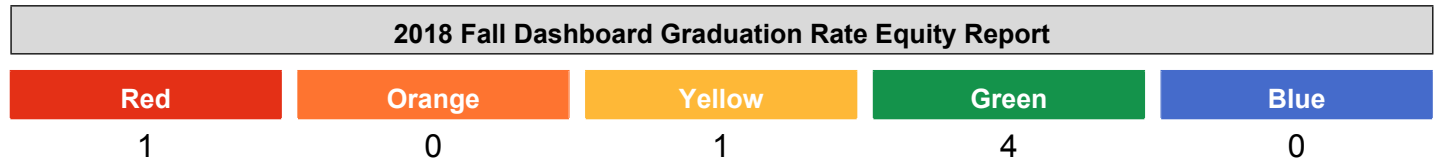
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|--|--|--|
| All Students  Green 85.7% graduated Increased +4.4% 406 students | English Learners  Green 80.2% graduated Increased +9.2% 106 students | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students |
| Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students | Socioeconomically Disadvantaged  Green 84.9% graduated Increased +3.4% 364 students | Students with Disabilities  Red 48.7% graduated Maintained -0.2% 39 students |

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|--|---|
|  Yellow 73.3% graduated Increased +4.4% 45 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |  Green 88.2% graduated Increased +2.1% 170 students |  No Performance Color 96.7% graduated Increased +11% 30 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 85.3% graduated Increased +6.2% 129 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students |  No Performance Color 78.3% graduated Declined -5.9% 23 students |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

| 2017 | 2018 |
|-----------------|-----------------|
| 81.3% graduated | 85.7% graduated |

Conclusions based on this data:

1. The overall graduation rate at McNair High School increased by 5.7% over the previous year.
2. The percentage of African-American, Asian and Hispanic students who graduated increased from the previous year.
3. The percentage of students with disabilities decreased by less than 1% from the previous year.

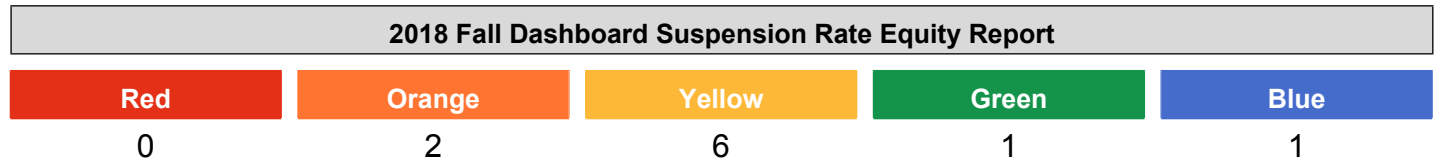
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| All Students  Yellow 6.4% suspended at least once Declined -3.2% 1884 students | English Learners  Yellow 7% suspended at least once Declined -5.1% 315 students | Foster Youth  No Performance Color 16.1% suspended at least once Declined -11.5% 31 students |
| Homeless  No Performance Color 31.8% suspended at least once Increased 23.5% 22 students | Socioeconomically Disadvantaged  Yellow 7% suspended at least once Declined -3.9% 1623 students | Students with Disabilities  Yellow 11.7% suspended at least once Declined -8.8% 222 students |

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|---|---|---|--|
| African American  Yellow 11.9% suspended at least once Declined -8.4% 218 students | American Indian  No Performance Color Less than 11 Students - Data 8 students | Asian  Green 3.1% suspended at least once Declined -1.3% 700 students | Filipino  Blue 0% suspended at least once Declined -0.9% 112 students |
| Hispanic  Yellow 8.3% suspended at least once Declined -4.7% 689 students | Two or More Races  Yellow 7.9% suspended at least once Declined -13.7% 38 students | Pacific Islander  Orange 13.9% suspended at least once Declined -8.3% 36 students | White  Orange 8.4% suspended at least once Increased 6.3% 83 students |

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

| | | |
|----------------------------|------------------------------|------------------------------|
| 2016 | 2017 | 2018 |
| 9% suspended at least once | 9.6% suspended at least once | 6.4% suspended at least once |

Conclusions based on this data:

1. The overall suspension rate for students at McNair High School declined by 3.2% from the previous year.
2. The percentage of African-American students who were suspended declined by 8.4% over the previous year.
3. The percentage of student who were classified as homeless increased increased by more than 23% from the previous year. It should be noted that only 22 students were classified as homeless.

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program