



RONALD E. McNAIR HIGH SCHOOL PROBATIONARY PROGRESS REPORT

**9550 Ronald E. McNair Way
Stockton, California 95210**

Lodi Unified School District

February 24-26, 2019

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

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I: Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

→ *Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)*

Student/Community Profile

Ronald E. McNair High serves 9th through 12th grade students from Stockton, CA. Stockton is a large suburban community with a dynamic, multi-ethnic, and multicultural population of 310,496 people (as of 2017). McNair High sits at the northwest corner of West and Morada Lanes and is currently surrounded on three sides by farmland. In the future, the plan for this area of farmland is for it to become a large residential area, though when this will occur has yet to be determined.

McNair High opened on August 15, 2005 making it the newest comprehensive high school in Lodi Unified School District. Lodi Unified is a large district that encompasses 350 square miles and services the cities of Lodi, North Stockton, and several smaller nearby communities. The district has an enrollment of 28,733 students in kindergarten through twelfth grade (as of 2017) with the top five primary languages other than English being Spanish, Hmong, Urdu, Cambodian, and Vietnamese.

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

In addition to sports facilities, McNair High School contains one central administration/classroom building, a cafeteria, a large and small gym complex, a theater, separate Consumer Education/Culinary Arts building, and multiple portables. The large center quad includes eating areas and is adjacent to an overhang/seating area separating the cafeteria and gym buildings. The campus is well-equipped with technology. Each classroom has a multimedia presentation system such as a computer, LCD projector, Promethean Board, i-pad, and/or ELMO document camera. In August of 2015, the school was designated as part of Cohort 1 within Lodi Unified School District for implementation of 1:1 devices, meaning each student has access to a chromebook laptop during the school day. For the 2019/2020 school year, all students will have access to chromebooks both on campus and at home. Most classrooms currently contain Chromebook carts, and additional carts are available on a temporary basis.

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

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

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

McNair holds a "Financial Aid 101" workshop for students and parents in the Fall. During this workshop, the Career Center Tech shares information about the different types of financial aid available to students. Parents and students are informed of what they need to do to complete the FAFSA form. Information is shared on grants available to students and handouts are made available to parents and students. Approximately 100 students and parents show up, up from about 25-30 when this workshop was first offered. After the Financial Aid 101 workshop, McNair holds a "Cash For College Night" where parents and students actually complete the application for FAFSA or the California Dream Act.

Besides having these evening programs for parents/students the Career Center Tech goes to all Government/Econ and English 12 classes to talk to students about the importance of filling out financial aid forms and college eligibility requirements. During these talks, much of the same

information from the Financial Aid 101 is conveyed to these senior classes. Meetings with senior classes are done in the fall and again after winter break in January.

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

Faculty/Staff Demographics

Since the school opened in 2005, McNair High has undergone changes in staffing as only a handful of teachers who opened the school are still on staff. For the 2018-19 school year, the McNair High School staff consists of 84 teachers, four administrators, four counselors, one full time and one part time psychologist, and 80 classified staff members.

The following tables and graphs show the ethnic, gender, years of service, and educational backgrounds of the certificated staff. The makeup of the McNair High staff is different from that of its student population. Currently, there are 44 female and 40 male teachers on staff. The majority of the teachers are Caucasian, making up 54% of the teacher population. In addition 14% of the teachers are Latino, 10% are Asian, 4% are Filipino, 1% are African-American, and 1% are American Indian. With McNair High being a commuter school, the average ‘years of service’ for the teachers is 11. Many of the teachers on staff commute from a distance of over 25 miles.

Certificated Staff by Ethnicity (based on Staff Survey)

	American Indian	Asian	Pacific Islander	Filipino	Latino	African American	White	Other	Total
Admin.							4		4
Teachers	1	8		3	11	1	42	3	78
Counselors						1	3		3

Certificated Staff by Gender

	Female	Male	Total
Administration	2	2	4
Teachers	44	40	84
Counselors	3	1	4

Certificated Staff by Average Years of Service

	Number	Average Years of Service
Administrators	4	18.0
Teachers	84	11.0
Counselors	4	13.5

Ronald E. McNair High School ACS WASC Progress Report

McNair's administrative staff average 18 years of service, with the site Principal serving 19 years in education. McNair has had two Principals since the school opened in 2005. Teachers span a range of first year teachers to teachers providing 41 years of service in education. Counselors at McNair have between 2 and 26 years of service.

Certificated Staff Educational Levels (based on Staff Survey)

	Doctorate	Master's Degree	Bachelor's Degree	Other (Culinary)
Administrators	25%	75%		
Teachers	1%	29%	69%	1%
Counselors		100%		

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

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

Schoolwide Learner Outcomes (SLOs)

Effective Communicators

Students will...

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

Academic Achievers

Students will...

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

Goal Oriented

Students will...

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

Life Long Learners

Students will...

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

Empowered Information Processors

Students will...

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

Socially Responsible Citizens

Students will...

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

ACS WASC Accreditation History

McNair High School's past WASC Accreditation History includes the 2006-07 initial WASC visit where the visiting team granted interim accreditation through June 30, 2010. In addition, McNair High had an original site visit from February 27- March 2, 2011, during which the school received a term of accreditation of six years. McNair also completed a mid-cycle visit on February 25, 2014. In the Spring of 2017 McNair received a two-year probationary accreditation.

LCAP Identified Needs and Description of Goals

Parents, students, community members, and employees of Lodi Unified School District worked collaboratively to provide input in the Local Control Accountability Plan (LCAP). The three-year plan was composed using feedback from stakeholders through district meetings, forums, committees, and via the district website to align with the Eight State Priorities. As a district, the three identified LCAP goals address the state priorities related to Conditions of Learning, Pupil Outcomes, and Engagement.

Lodi Unified School District has identified the following goals and priorities for all schools:

1. Conditions for Learning - LUSD will promote and create environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities to prepare our students to be college and career ready.
2. Pupil Outcomes - All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready.
3. Engagement - LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.

All LUSD sites will provide outstanding customer service and will be maintained in order to enhance safety and remain attractive at all times.

School Program Data

Students at McNair are enrolled in courses that prepare them for college and career readiness. McNair High operates on a 4 x 4 block schedule, providing students with the opportunity to take up to 32 courses during their four years of high school (LCAP Goal 2).

In addition to the regular course of study, students have the option of enrolling in Advancement Via Individual Determination (AVID) electives beginning their freshman year. During the 2017-18 school year, 145 students were enrolled in the AVID program. Students enrolled in AVID learn academic skills that facilitate success in all classes and benefit from exposure to college campuses. (LCAP Goal 1).

AVID Enrollment 2015/16 - 2017/18

Year	AVID Elective Enrollment
2017/18	145
2016/17	160
2015/16	211

2015-16 AVID Enrollment by Grade Level

Grade	Number of Students Enrolled in the AVID Elective (End of Year)
9th	52
10th	57
11th	38
12th	58

2016-17 AVID Enrollment by Grade Level

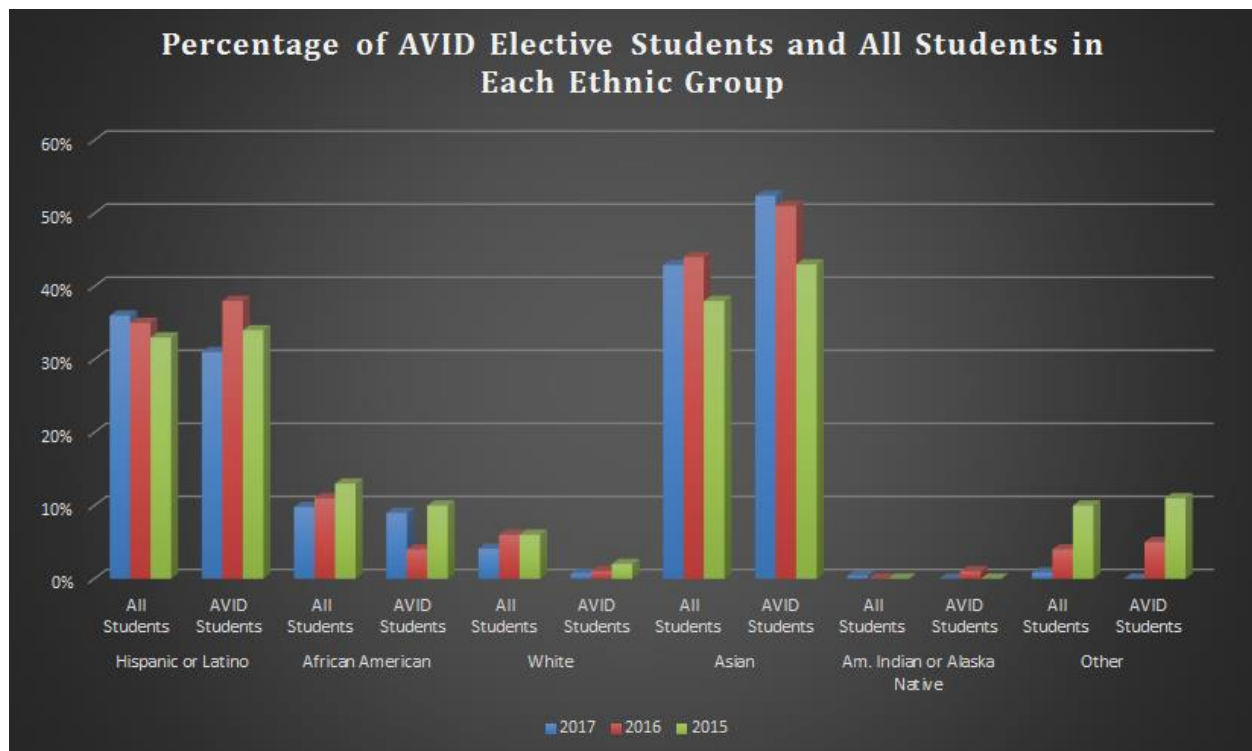
Grade	Number of Students Enrolled in the AVID Elective (Beginning of Year)
9th	33
10th	53
11th	38
12th	36

2017-18 AVID Enrollment by Grade Level

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

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

	Hispanic or Latino		African American		White		Asian		Am. Indian or Alaska Native		Other	
	All Students	AVID Students	All Students	AVID Students	All Students	AVID Students	All Students	AVID Students	All Students	AVID Students	All Students	AVID Students
2017	36%	31%	9.8%	9%	4.1%	0.7%	42.9%	52.4%	0.4%	0.0%	0.8%	0.0%
2016	35%	38%	11%	4%	6%	1%	44%	51%	0%	1%	4%	5%
2015	33%	34%	13%	10%	6%	2%	38%	43%	0%	0%	10%	11%



Beginning in their sophomore year, students have the opportunity to enroll in the Health Careers Academy (HCA) cohort that is offered. HCA is designed to promote professional work skills, training, and Career Technical Education in the health field. Students in HCA routinely receive academic recognition and awards, including a certificate of completion at graduation and an honor cord. HCA students also receive recognition for their academic achievements of a 3.0 GPA or higher at the end of every semester. (LCAP Goal 1)

Health Careers Academy Ethnicity Ratios

Ethnicity	2016-2017		2017-2018		2018-2019	
	Count	Percentage	Count	Percentage	Count	Percentage
Filipino	9	5.5%	7	4.2%	11	6.7%
Latino	35	21.2%	37	22.4%	44	26.7%
Black	7	4.2%	6	3.6%	5	3.0%
Pacific Islander	1	0.6%	0	0.0%	0	0.0%
Hmong	7	4.2%	2	1.2%	10	6.1%
Cambodian	30	18.2%	36	21.8%	33	20.0%
Asian Indian	4	2.4%	7	4.2%	11	6.7%
Vietnamese	27	16.4%	27	16.4%	18	10.9%
White	7	4.2%	6	3.6%	6	3.6%
Laotian	7	4.2%	2	1.2%	3	1.8%
Other Asian	16	9.7%	22	13.3%	16	9.7%
Chinese	8	4.8%	6	3.6%	2	1.2%
Other Pacific Islander	2	1.2%	3	1.8%	0	0.0%
Other	5	3.0%	7	4.2%	9	5.5%
Urdu	1	0.6%	2	1.2%	2	1.2%
Thai	0	0.0%	1	0.6%	1	0.6%
Punjab	0	0.0%	0	0.0%	1	0.6%
Total Number of Students	166		171		172	

Beginning in the 2015-16 school year, the **College for Every Student (CFES) grant** program was implemented in freshmen and sophomore classes to encourage and help facilitate a college-going culture at McNair High School. The program helps underserved students become college and career ready. CFES Scholars were identified through a recommendation process and were paired with mentors to facilitate high school graduation and future college success. This grant has since expired so the 2017-18 school year was the last year that CFES was offered at McNair.

Students at McNair have the opportunity to participate in the Math, Engineering, Science Achievement (MESA) Club. McNair's MESA club is sponsored by University of the Pacific and strives to introduce math and science related fields to future first-generation college students. As

part of the program, students compete against other local high schools in contests such as bridge building, heart models, balsa wood gliders and airplanes, cars that are powered by a mousetrap, and prosthetic arms. The local MESA competition is held at The University of the Pacific, and those who place 1st or 2nd move on to the regional competition. Each year, regional competitions are held at a different college campus to introduce students to the various colleges in the local area.

Intervention programs are also in place to support English Learners. Data on primary languages other than English and total proportion of EL students by CELDT category are given below. Students who are classified as English Learners and are in need of intervention are enrolled in the READ 180 program. Some of these students are subsequently enrolled in a year-long ELD transition course in combination with their regular ELA course. This includes English Learners, Reclassified English Learners (RFEPs), and English Only (EOs) students. (LCAP Goal 1, 3)

Primary Languages of EL Students by Grade Level

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

English Learner Data

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

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

To address the poor academic achievement of freshmen students, McNair High School instituted several strategies to reverse this trend. The Seminar 101 elective for all incoming freshmen was implemented in 2016-17 (the program was introduced for some Freshmen during the 2015-16 school year) and is currently a requirement for all Freshmen students who are not enrolled in AVID or designated Special Ed.. Seminar 101 is designed to prepare high school students to be economically self-sufficient citizens upon graduation through the exploration of college and/or career options and the creation of a detailed life plan. It also provides relevance for the high school experience. McNair staff will continue to examine data especially with respect to graduation rates and how this course may affect graduation rates. Since this is a relatively new requirement, long-term graduation rate outcomes cannot yet necessarily be correlated, though initial analysis looks promising as the graduation rates between the 2015-16 and 2016-17 school years increased by 5%. (LCAP Goals 1, 2, 3)

To address freshman performance, McNair teacher leaders have developed a group of upperclassmen mentors to facilitate team-building activities with incoming freshmen. These Link Crew mentors also meet with freshmen students throughout the school year to provide additional support by facilitating a peer-to-peer motivational intervention during the school day. This is done by teachers contacting the Link Crew Teacher (usually through email), and requesting that Link Crew mentors (upperclassmen students) pull individual freshman students out of class for a peer-to-peer intervention. Link Crew mentors will speak with freshmen students for about five to twenty minutes, and will meet with individual freshman students continuously until a change in behavior is achieved. (LCAP Goal 3)

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

In addition to focusing on freshmen academic performance, the staff at McNair High School has used the Professional Learning Community (PLC) process to begin norming grading practices schoolwide. Teachers have continued to use common assessments in almost every subject area (Some singletons, project-based courses, and new courses have yet to develop common formative assessments. Teachers of these courses are in the process of developing common formative assessments). This ongoing process has facilitated discussion regarding increased student achievement and collaboration among staff.

Demographic Data - Free and Reduced Lunch

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

Enrollment Data

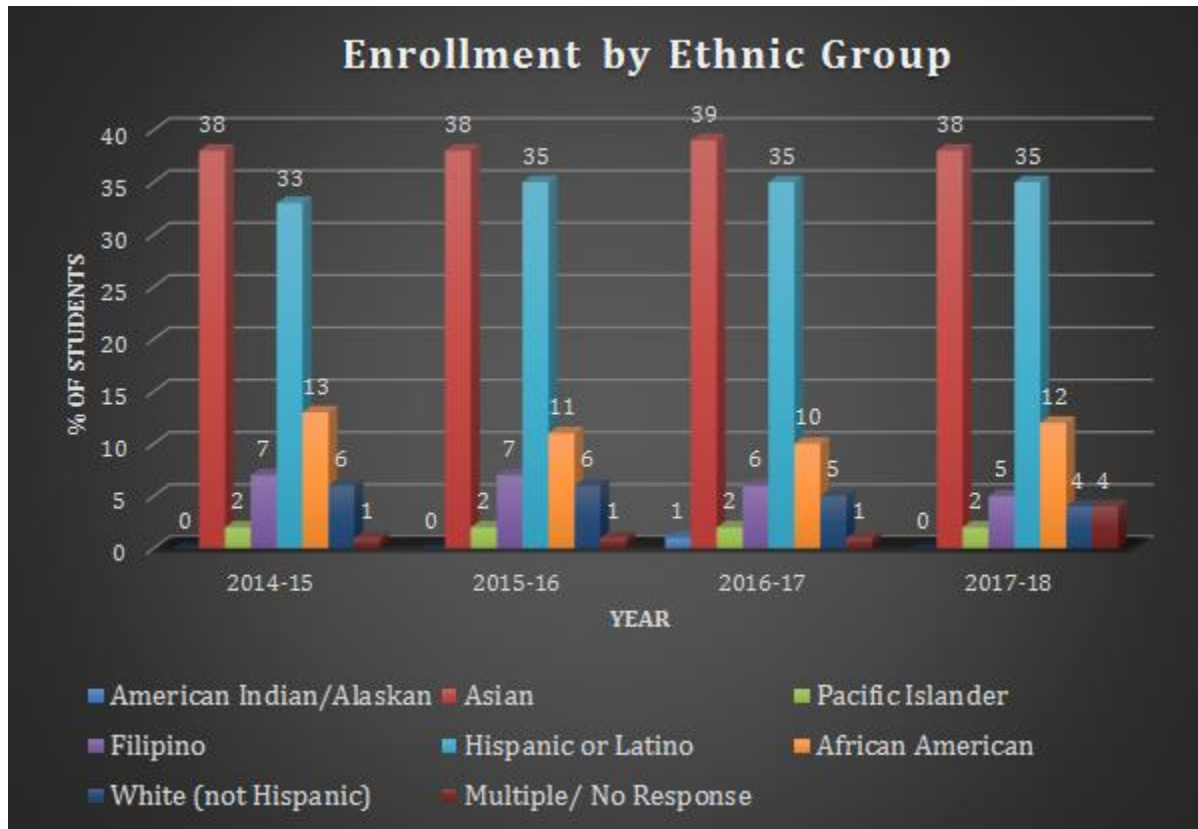
McNair High's total enrollment for the 2018-19 school year is 1810, an increase from the 2017-18 school year by 71 students. The gender breakdown is approximately half male and half female. The ethnic groups have remained fairly consistent as well and McNair High has approximately a 94% minority enrollment in 2018-19.

Number of Students Enrolled

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

Enrollment by Ethnic Group

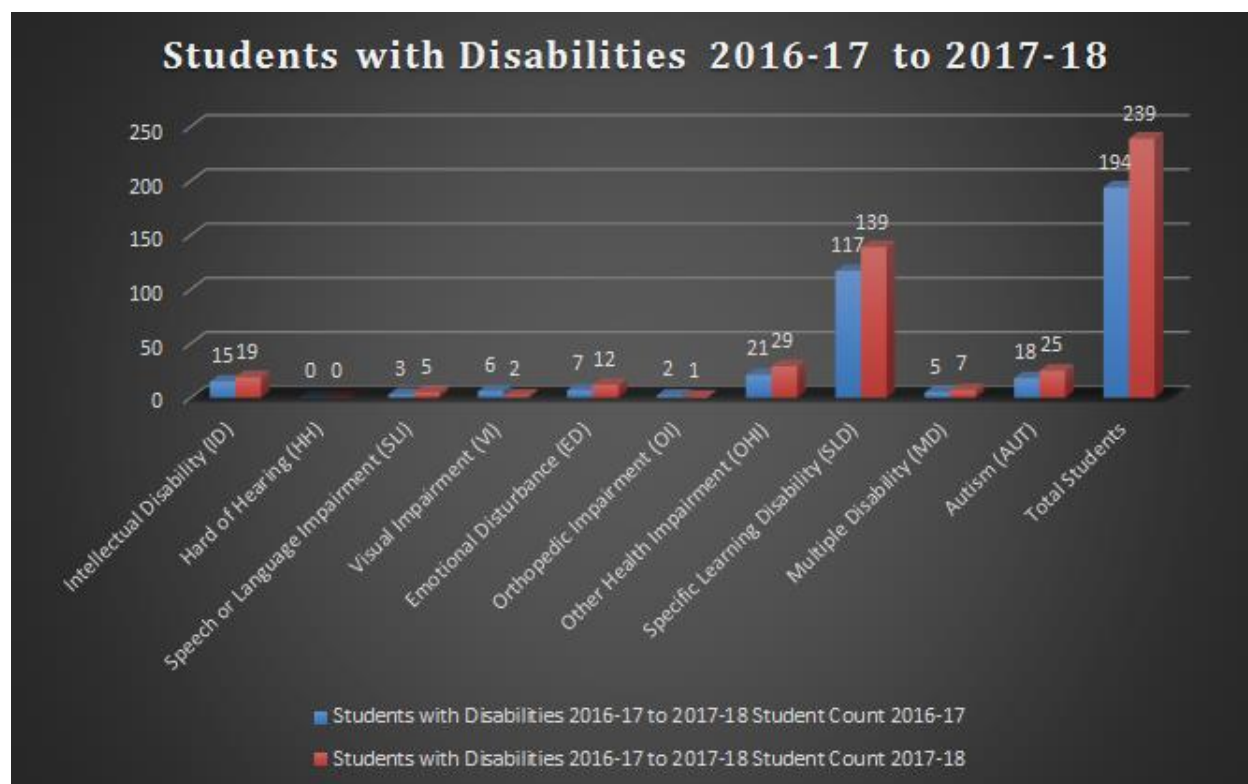
Year	American Indian / Alaskan	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple/ No Response	Totals
2017-18	7 (0.4%)	710 (37.8%)	29 (1.5%)	96 (5.1%)	659 (35.1%)	216 (11.5%)	82 (4.4%)	77 (4.1%)	1876 (100%)
2016-17	8 (0.5%)	671 (39.0%)	35 (2.0%)	108 (6.3%)	601 (35%)	178 (10.4%)	86 (5.0%)	15 (0.9%)	1719 (100%)
2015-16	5 (0.3%)	627 (37.8%)	32 (1.9%)	116 (7.0%)	579 (34.9%)	185 (11.2%)	94 (5.7%)	21 (1.3%)	1659 (100%)
2014-15	2 (0.1%)	633 (38.3%)	29 (1.8%)	109 (6.6%)	544 (32.9%)	213 (12.9%)	103 (6.2%)	20 (0.5%)	1653 (100%)



From the 2016-17 school year to the 2017-18 school year, McNair High School has seen an increase in the total number of students with disabilities.

Students with Disabilities 2016-17 to 2017-18

Disability	Student Count 2016-17	Student Count 2017-18
Intellectual Disability (ID)	15	19
Hard of Hearing (HH)	0	0
Speech or Language Impairment (SLI)	3	5
Visual Impairment (VI)	6	2
Emotional Disturbance (ED)	7	12
Orthopedic Impairment (OI)	2	1
Other Health Impairment (OHI)	21	29
Specific Learning Disability (SLD)	117	139
Multiple Disability (MD)	5	7
Autism (AUT)	18	25
Total Students	194	239



Instructional Materials

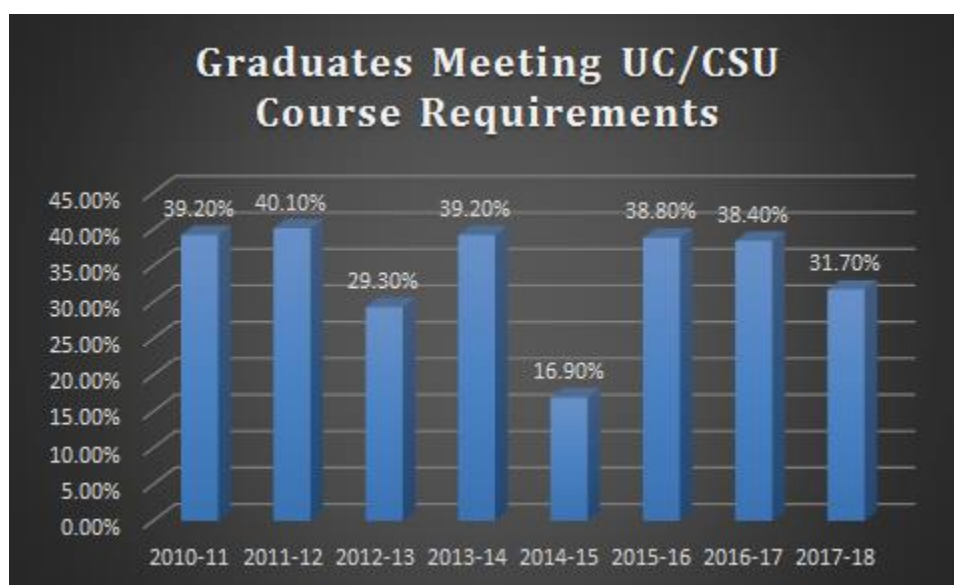
McNair teachers are active participants in district-wide textbook adoptions. New curricula adopted by Math (College-Preparatory Mathematics) and English (StudySync) are aligned with the Common-Core State Standards. McNair teachers have not only adopted curricula that align with the content standards, but also have implemented practice standards. For example, in each Math classroom teachers have posters on their wall that they refer to stating the Eight Mathematical Practice Standards. The content standards, as well as the practice standards are embedded in the new Math curriculum and are included in teacher's daily objectives. Members of both the English Language Arts Department and Math Department participated in adoption of curriculum.

UC A-G Requirements

McNair High School has seen some variation in the proportion of students fulfilling their A - G requirements. McNair has continued to offer electives as well as Career and Technical Education options. The counseling staff consistently analyzes data with respect to the proportion of students fulfilling their A - G requirements. The counseling staff also works regularly with McNair students and staff members to increase/maintain the proportion of students fulfilling their A-G requirements.

Graduates Meeting UC/CSU Course Requirements

Year	Proportion
2010-11	39.2%
2011-12	40.1%
2012-13	29.3%
2013-14	39.2%
2014-15	16.9%
2015-16	38.8%
2016-17	38.4%
2017-18	31.7%



Of the four comprehensive high schools in Lodi Unified School District, McNair has the highest number of students applying to, being admitted to, and enrolling in University of California Schools. This is despite the fact that McNair has fewer students than any of the other comprehensive high schools in Lodi Unified, and has the highest proportion of students on free and reduced lunch.

University of California - Number of Students Applied, Admitted, and Enrolled (2017)

	Applied to UC	Admitted to UC	Enrolled at UC
McNair H.S. (1719)	61	43	24
Bear Creek H.S. (2083)	52	23	8
Tokay H.S. (2057)	60	37	20
Lodi H.S. (2128)	49	24	15

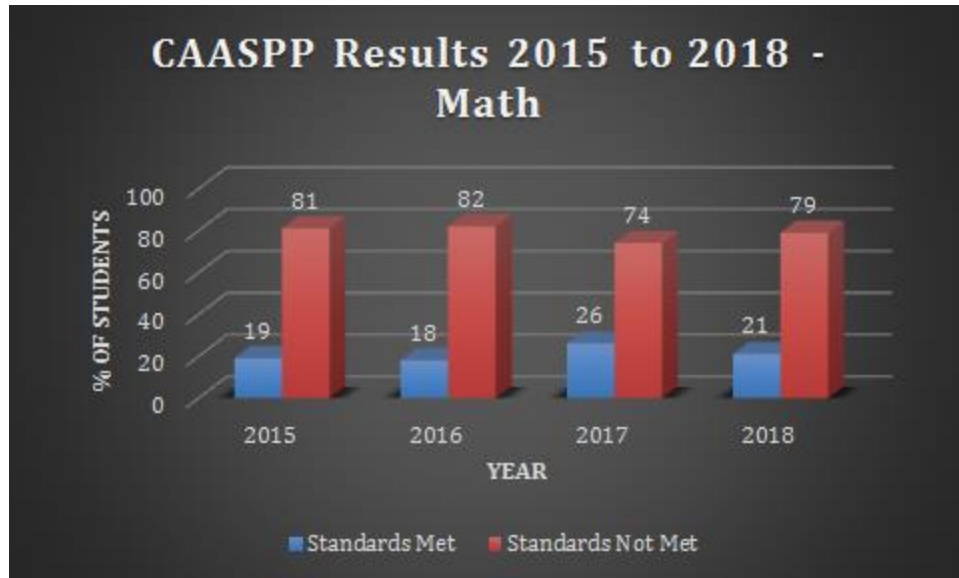
* 2017 total enrollment in (); Percent of socioeconomically disadvantaged - 2017: McNair - 79.6%, Bear Creek - 59.6%, Tokay - 65.5%, Lodi - 51.1%

Pupil Achievement Outcomes

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

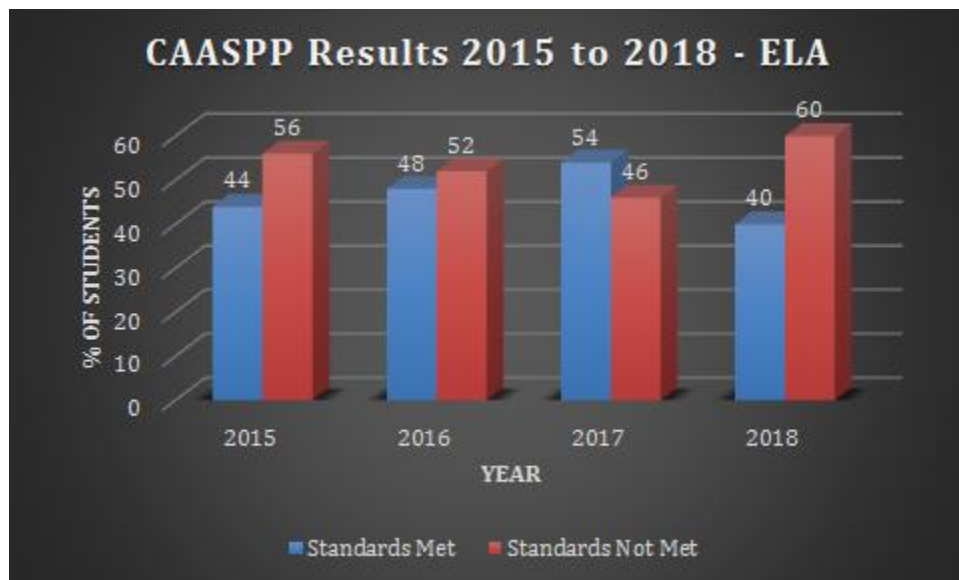
CAASPP Results 2015 to 2018 - Math

	2015	2016	2017	2018
Standards Met	19%	18%	26%	21%
Standards Not Met	81%	82%	74%	79%



CAASPP Results 2015 - 2018 - ELA

	2015	2016	2017	2018
Standards Met	44%	48%	54%	40%
Standards Not Met	56%	52%	46%	60%

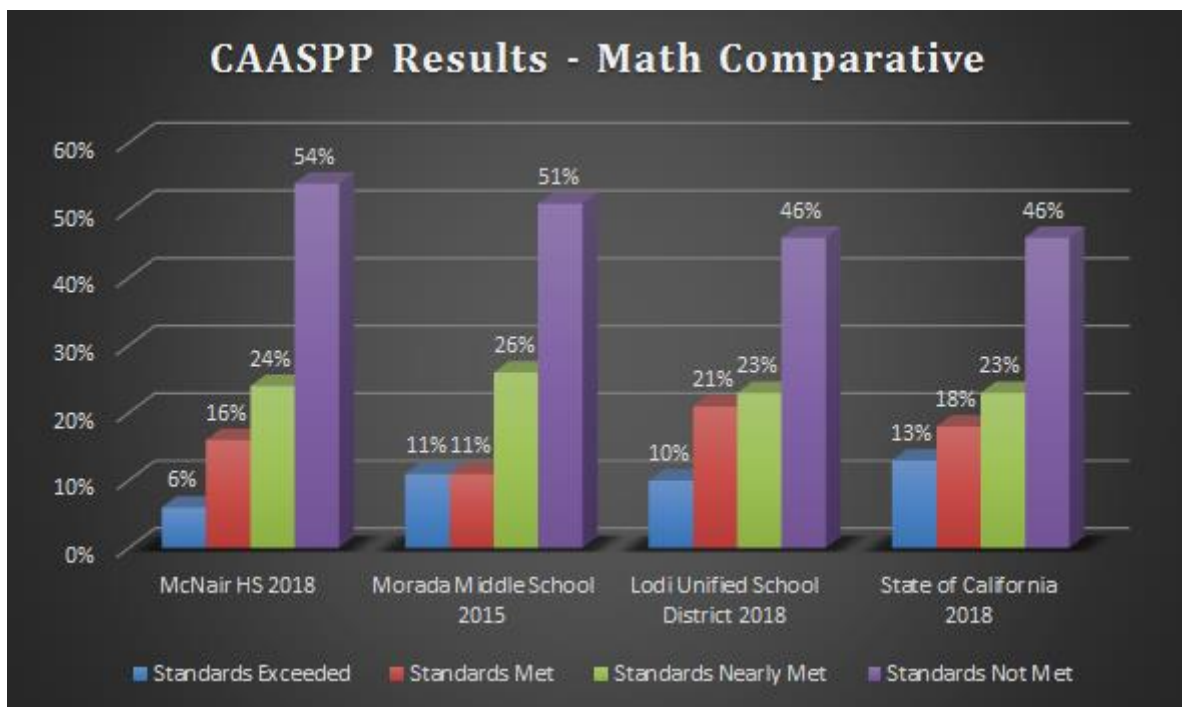


CAASPP Results - Local and State-Wide Comparisons

Below are the McNair CAASPP Math results for Juniors in 2018 compared to Morada Middle School (McNair's feeder middle school) for eighth graders in 2015, as well as Lodi Unified School District and the State of California. More than 90% of Morada Middle School students subsequently attend McNair.

CAASPP Results - Math Comparative

	McNair HS 2018	Morada Middle School 2015	Lodi Unified School District 2018	State of California 2018
Standards Exceeded	6%	11%	10%	13%
Standards Met	16%	11%	21%	18%
Standards Nearly Met	24%	26%	23%	23%
Standards Not Met	54%	51%	46%	46%

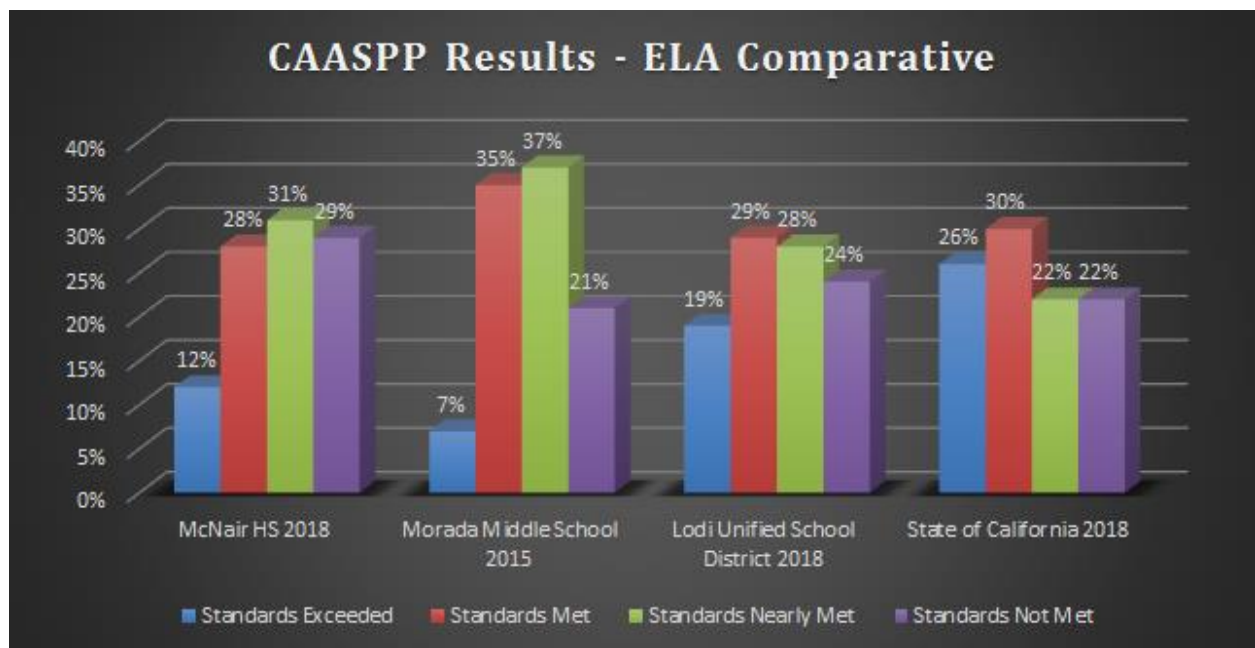


These data show the same proportion of students meeting or exceeding standards between Morada Middle School in 2015 and McNair High School in 2018, though the percent exceeding standards is lower for McNair High School in 2018 compared to Morada Middle School in 2015. Students from other local middle schools (Delta Sierra, Christa McAuliffe, and others) also attend McNair, though a large proportion of students from these other middle schools attend other high schools as well.

Below are the McNair CAASPP ELA results for Juniors in 2018 compared to Morada Middle School for eighth graders in 2015, as well as Lodi Unified School District and the State of California.

CAASPP Results - ELA Comparative

	McNair HS 2018	Morada Middle School 2015	Lodi Unified School District 2018	State of California 2018
Standards Exceeded	12%	7%	19%	26%
Standards Met	28%	35%	29%	30%
Standards Nearly Met	31%	37%	28%	22%
Standards Not Met	29%	21%	24%	22%

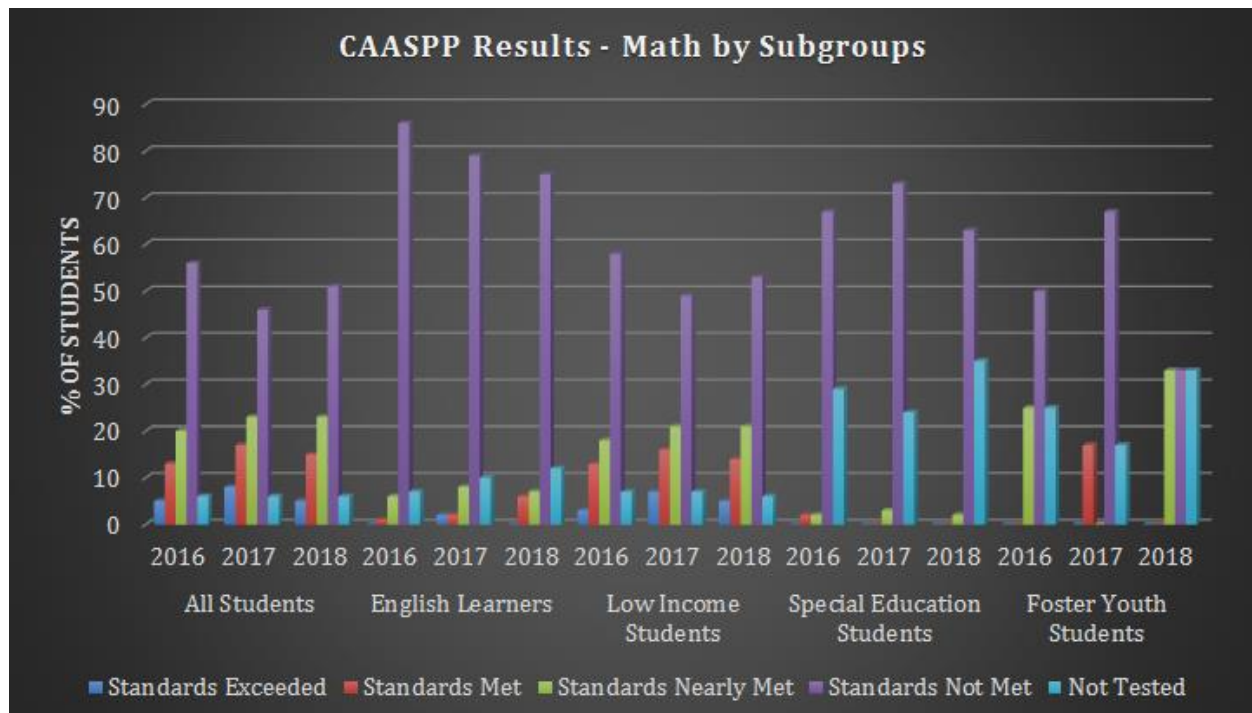


These data show that the proportion of students meeting or exceeding standards stayed approximately the same between Morada Middle School in 2015 and McNair's Junior class in 2018. The proportion of students exceeding the standards was higher for McNair Juniors in 2018 than Morada eighth graders in 2015.

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

CAASPP Results - Math by Subgroups

	All Students			English Learners			Low Income Students			Special Education Students			Foster Youth Students		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Standards Exceeded	5%	8%	5%	0%	2%	0%	3%	7%	5%	0%	0%	0%	0%	0%	0%
Standards Met	13%	17%	15%	1%	2%	6%	13%	16%	14%	2%	0%	0%	0%	17%	0%
Standards Nearly Met	20%	23%	23%	6%	8%	7%	18%	21%	21%	2%	3%	2%	25%	0%	33%
Standards Not Met	56%	46%	51%	86%	79%	75%	58%	49%	53%	67%	73%	63%	50%	67%	33%
Not Tested	6%	6%	6%	7%	10%	12%	7%	7%	6%	29%	24%	35%	25%	17%	33%

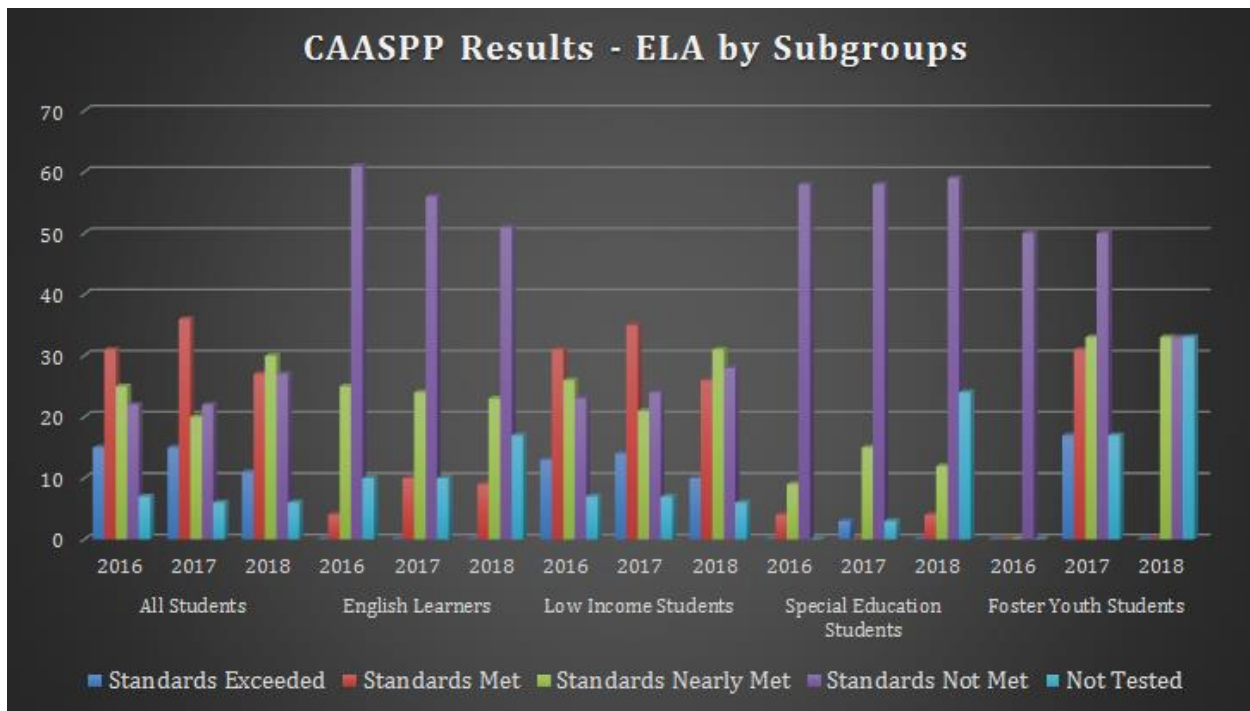


These data show that English Learners, Special Education, and Foster Youth students are performing below the rest of the school population in Mathematics, though the proportion of English Learners meeting standards increased from 2016 to 2018. Low-Income students perform approximately the same as the population of the school at large.

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

CAASPP Results - ELA by Subgroups

	All Students			English Learners			Low Income Students			Special Education Students			Foster Youth Students		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Standards Exceeded	15%	15%	11%	0%	0%	0%	13%	14%	10%	0%	3%	0%	0%	17%	0%
Standards Met	31%	36%	27%	4%	10%	9%	31%	35%	26%	4%	0%	4%	0%	31%	0%
Standards Nearly Met	25%	20%	30%	25%	24%	23%	26%	21%	31%	9%	15%	12%	0%	33%	33%
Standards Not Met	22%	22%	27%	61%	56%	51%	23%	24%	28%	58%	58%	59%	50%	50%	33%
Not Tested	7%	6%	6%	10%	10%	17%	7%	7%	6%	0%	3%	24%	0%	17%	33%



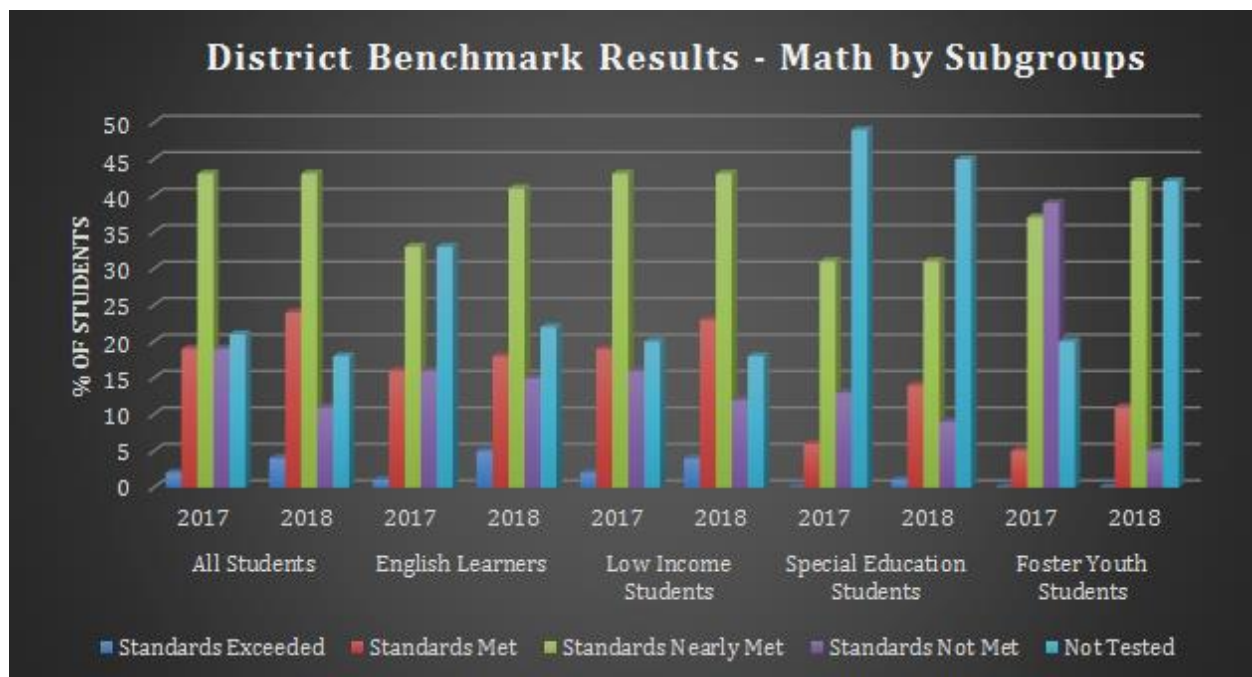
These data show that English Learners, Special Education, and Foster Youth students are performing below the rest of the school population in English Language Arts, though the

proportion of English Learners meeting standards increased from 2016 to 2018. Low-Income students perform approximately the same as the population of the school at large.

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

District Benchmark Results - Math by Subgroups

	All Students		English Learners		Low Income Students		Special Education Students		Foster Youth Students	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Standards Exceeded	2%	4%	1%	5%	2%	4%	0%	1%	0%	0%
Standards Met	19%	24%	16%	18%	19%	23%	6%	14%	5%	11%
Standards Nearly Met	43%	43%	33%	41%	43%	43%	31%	31%	37%	42%
Standards Not Met	19%	11%	16%	15%	16%	12%	13%	9%	39%	5%
Not Tested	21%	18%	33%	22%	20%	18%	49%	45%	20%	42%

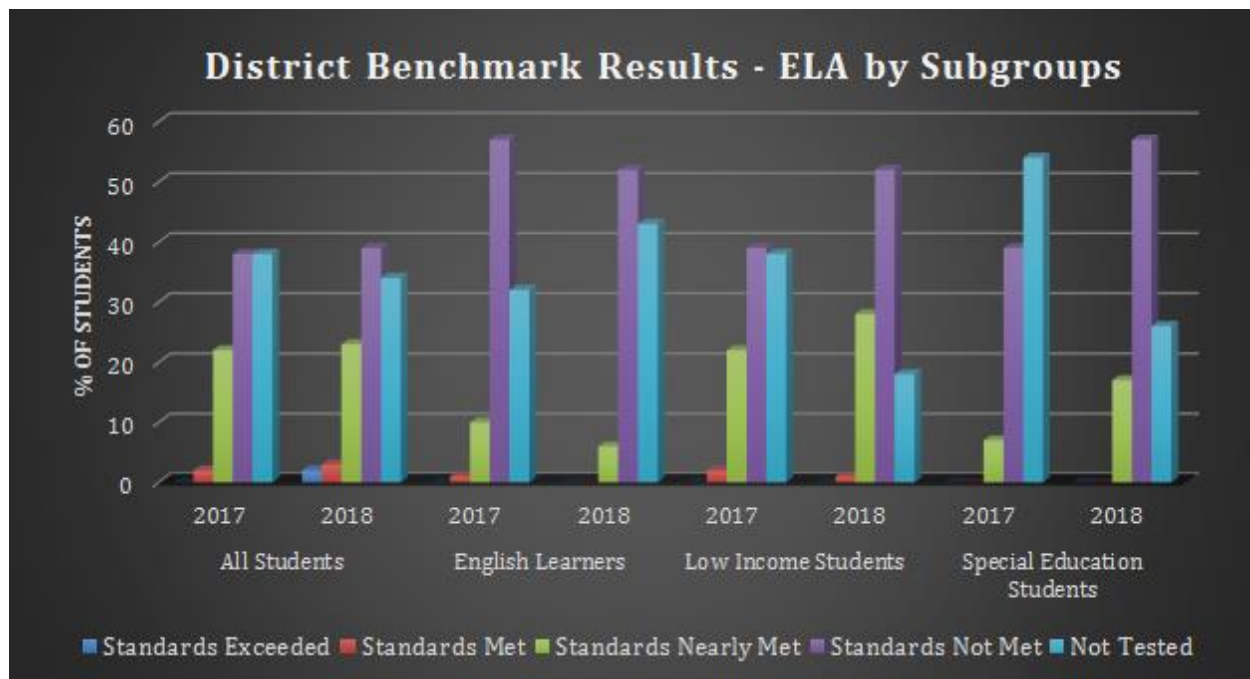


Results of the District Benchmark in math show an increase in the proportion of students meeting or exceeding standards in all subgroups from 2017 to 2018. English Learners, Special Education, and Foster Youth students showed improvements in the Math Benchmark exams from 2017 to 2018.

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

District Benchmark Results - ELA by Subgroups

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



These data show an overall increase in students meeting or exceeding standards on district benchmark exams from 2017 to 2018. These data also show English Learners and Special Education students performing below the rest of the population of McNair students on the benchmark exams. A much higher proportion of McNair students met or exceeded standards on the CAASPP (40% met or exceeded standards in ELA on the CAASPP in 2018) than the district benchmark in ELA. This shows that the district benchmark exam is not normed with the CAASPP.

Benchmark exams are continuously being rewritten by committees of teachers and coaches at the district level.

Parent Input

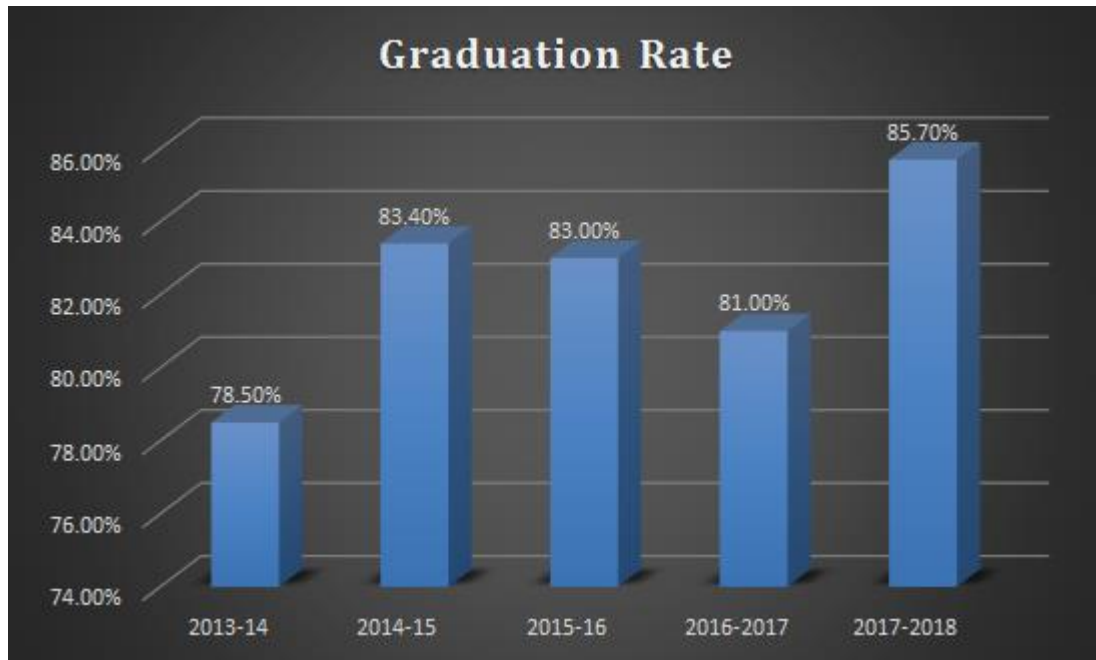
All stakeholders at McNair High School work to Improve the engagement of parents/guardians as partners in their children’s education. To achieve this, McNair aims to assist teachers, counselors, administration, and other school staff members in developing, maintaining, and reinforcing positive relationships with parents in order to increase student achievement. This includes creating a strong environment where parents are partners in the education process for their children. To facilitate this goal, staff members solicit parents to be part of School Site Council, Athletic Boosters, Music Boosters, Clubs, Coffee w/Counselors and other activities within the McNair High community. McNair High makes use of newsletters, flyers, school marquee, Connect Ed. Phone System, and Print Shop to keep parents updated as to school events and activities. Teachers attend parent conferences, ISTs for students or provide coverage for other teachers to attend. Clerical support is utilized for additional communications and staff are Educated on the value of parent contributions and how to work with parents as equal partners.

Graduation Rates

The trendline for graduation rates at McNair is increasing. Some of the practices that staff members implement to facilitate a large proportion of our students graduating include, but are not limited to: Counselors continuously meeting with all students and parents to update them on their progress towards graduation. Counselors and teachers meeting with students to identify special programs available to bring about greater student success. Students being offered credit recovery options that are available to all students after school. This includes Lodi Unified Adult Education program, Cyber High through Lodi Unified Independent Study, and the Lodi Unified Continuation School Program. Graduation activities, requirements, planning, and timelines are made known to students and parents throughout the school year. Scholarship, financial aid, and vocational options are reviewed with all students by counselors and the Career Technician. (State Priorities 3, 5)

Graduation Rate - McNair

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



Discipline

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

The following data show referrals by ethnicity from the 2016/17 school year to present

Referrals by Ethnicity - 2016/17 School Year

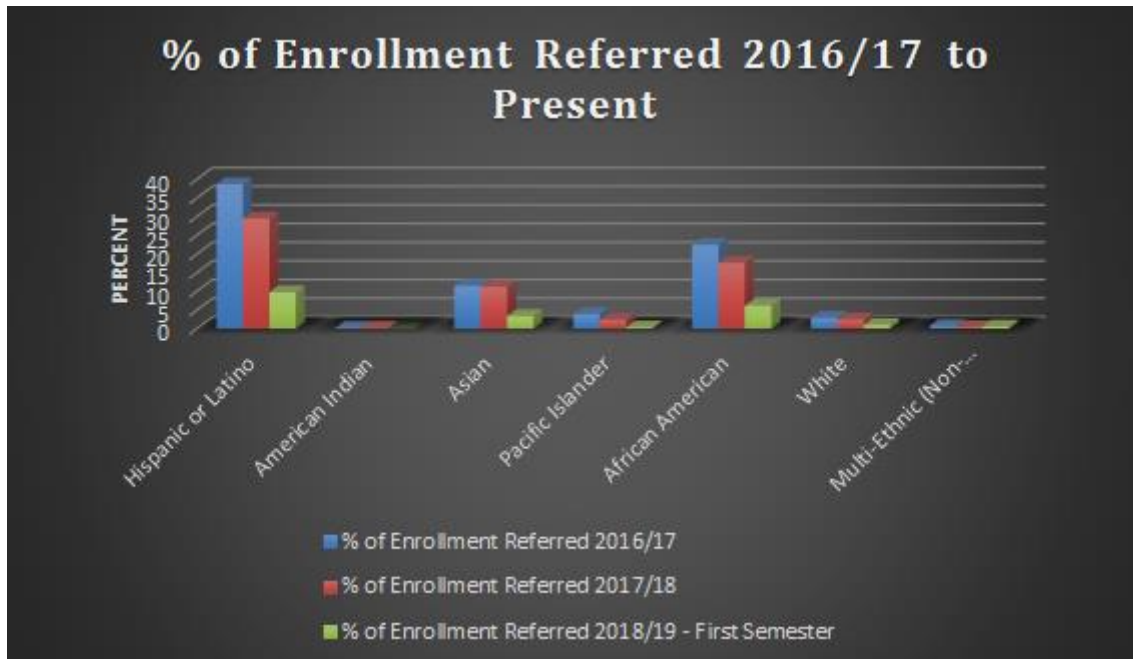
Total Enrollment = 1583	Total Enrollment by Ethnicity	Percent of Enrollment by Ethnicity	Number of Students Referred	Percentage of Enrollment Referred	
Hispanic or Latino	546	34.49%	613	38.72%	
American Indian	8	0.51%	3	0.19%	
Asian	742	46.87%	182	11.50%	
Pacific Islander	31	1.96%	62	3.92%	
African American	148	9.35%	356	22.49%	
White	79	4.99%	46	2.91%	
Multi-Ethnic (Non - Hispanic)	14	0.88%	12	0.76%	

Referrals by Ethnicity - 2017/18 School Year

Total Enrollment = 1672	Total Enrollment by Ethnicity	Percent of Enrollment by Ethnicity	Number of Students Referred	Percentage of Enrollment Referred	
Hispanic or Latino	601	35.94%	493	29.49%	
American Indian	8	0.48%	4	0.24%	
Asian	755	45.16%	188	11.24%	
Pacific Islander	30	1.79%	39	2.33%	
African American	178	10.65%	295	17.64%	
White	68	4.07%	40	2.39%	
Multi-Ethnic (Non - Hispanic)	16	0.96%	8	0.48%	

Referrals by Ethnicity - 2018/19 School Year (First Semester)

Total Enrollment = 1775	Total Enrollment by Ethnicity	Percent of Enrollment by Ethnicity	Number of Students Referred	Percentage of Enrollment Referred	
Hispanic or Latino	601	33.86%	173	9.75%	
American Indian	4	0.23%	0	0.00%	
Asian	814	45.86%	60	3.38%	
Pacific Islander	29	1.63%	6	0.34%	
African American	205	11.55%	110	6.20%	
White	76	4.28%	18	1.01%	
Multi-Ethnic (Non - Hispanic)	21	1.18%	11	0.62%	



Ronald E. McNair High School ACS WASC Progress Report

This data show a significant drop in referrals from 2016/17 to 2017/18 for the proportion of students referred with respect to the total school population among Hispanic students (from 38.72% down to 29.49%) and African American students (from 22.49% down to 17.64%). Most other ethnic groups showed some decline in student referrals from 2016/17 to 2017/18.

The following data show suspensions by ethnicity from 2016/17 to present.

Suspensions by Ethnicity - 2016/17 School Year

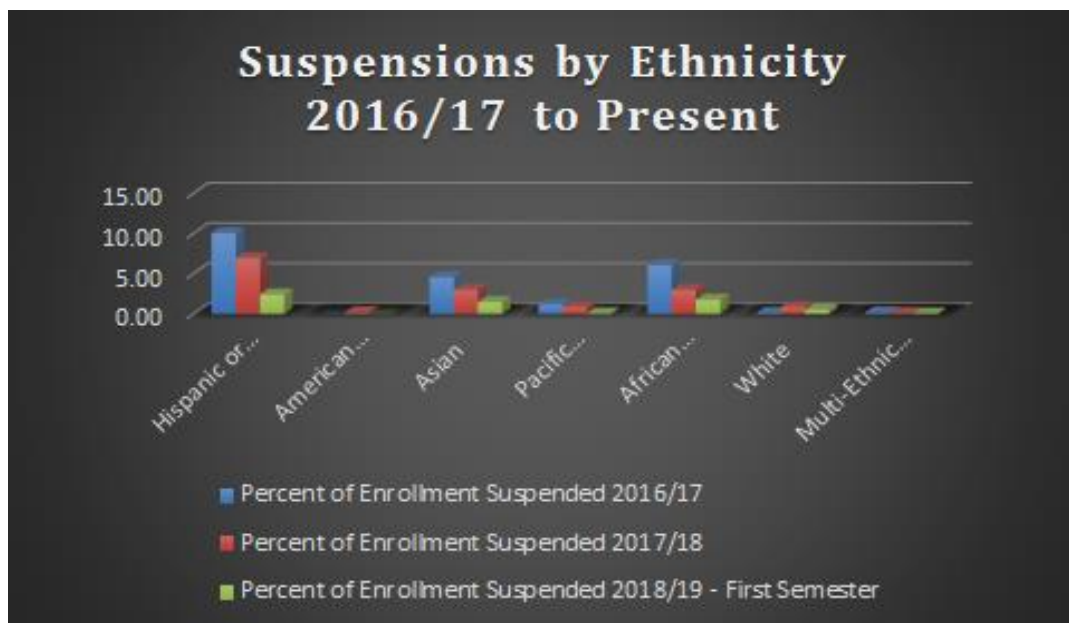
Total Enrollment = 1583	Total Enrollment by Ethnicity	Percent of Enrollment by Ethnicity	Number of Students Suspended	Percentage of Enrollment Suspended	
Hispanic or Latino	546	34.49	159	10.04%	
American Indian	8	0.51%	0	0.00%	
Asian	742	46.87%	72	4.55%	
Pacific Islander	31	1.96%	18	1.14%	
African American	148	9.35%	96	6.06%	
White	79	4.99%	2	0.13%	
Multi-Ethnic (Non - Hispanic)	14	0.88%	3	0.19%	

Suspensions by Ethnicity - 2017/18 School Year

Total Enrollment = 1672	Total Enrollment by Ethnicity	Percent of Enrollment by Ethnicity	Number of Students Suspended	Percentage of Enrollment Suspended	
Hispanic or Latino	601	35.94%	116	6.94%	
American Indian	8	0.48%	3	0.18%	
Asian	755	45.16%	50	2.99%	
Pacific Islander	30	1.79%	14	0.84%	
African American	178	10.65%	50	2.99%	
White	68	4.07%	14	0.84%	
Multi-Ethnic (Non - Hispanic)	16	0.96%	2	0.12%	

Suspensions by Ethnicity - 2018/19 School Year (First Semester)

Total Enrollment = 1775	Total Enrollment by Ethnicity	Percent of Enrollment by Ethnicity	Number of Students Suspended	Percentage of Enrollment Suspended	
Hispanic or Latino	601	33.86%	43	2.42%	
American Indian	4	0.23%	0	0.00%	
Asian	814	45.86%	26	1.46%	
Pacific Islander	29	1.63%	1	0.06%	
African American	205	11.55%	31	1.75%	
White	76	4.28%	9	0.51%	
Multi-Ethnic (Non - Hispanic)	21	1.18%	1	0.06%	



This data show a significant drop in suspensions from 2016/17 to 2017/18 for the proportion of students suspended among Hispanic students (from 10.04% down to 6.94%), Asian students (from 4.55% down to 2.99%), and African American students (from 6.06% down to 2.99%). Most other ethnic groups showed some decline in student suspensions from 2016/17 to 2017/18.

Ronald E. McNair High School ACS WASC Progress Report

McNair administration compares monthly discipline data reports to determine overrepresentation of ethnic groups with respect to suspensions. These reports are compared to the same time frame in previous years. An example is given below

Suspensions by Ethnicity 8/31/2018 through 9/29/2018

	Enrollment by Ethnicity	Total Unduplicated Suspensions	% of Enrollment Suspended	% of Enrollment by Ethnicity	% of Total Suspensions	Over Representation Discrepancy
American Indian or Alaskan Native	4	0	0.00%	0.22%	0.00%	-0.22%
Asian Indian	62	0	0.00%	3.38%	0.00%	-3.38%
Black or African American	207	7	3.38%	11.28%	25.00%	13.72%
Cambodian	227	6	2.64%	12.37%	21.43%	9.06%
Chinese	21	0	0.00%	1.14%	0.00%	-1.14%
Filipino	97	0	0.00%	5.29%	0.00%	-5.29%
Guamanian	1	0	0.00%	0.05%	0.00%	-0.05%
Hispanic or Latino	644	10	1.55%	35.10%	35.71%	0.62%
Hmong	78	0	0.00%	4.25%	0.00%	-4.25%
Japanese	2	0	0.00%	0.11%	0.00%	-0.11%
Korean	2	0	0.00%	0.11%	0.00%	-0.11%
Laotian	30	2	6.67%	1.63%	7.14%	5.51%
Multi-Race	65	1	1.54%	3.54%	3.57%	0.03%
Other Asian	191	1	0.52%	10.41%	3.57%	-6.84%
Other Pacific Islander	21	0	0.00%	1.14%	0.00%	-1.14%
Samoan	7	0	0.00%	0.38%	0.00%	-0.38%
Vietnamese	96	0	0.00%	5.23%	0.00%	-5.23%
White	80	1	1.25%	4.36%	3.57%	-0.79%
Grand Total Enrollment	1835					
Grand Total Unduplicated Expulsions	28					

Suspensions for Same Time Frame as Above, 2017

	Enrollment by Ethnicity	Total Unduplicated Suspensions	% of Enrollment Suspended	% of Enrollment by Ethnicity	% of Total Suspensions	Over Representation Discrepancy
American Indian or Alaskan Native	7	0	0.00%	.040%	0.00%	-0.40%
Asian Indian	57	0	0.00%	3.28%	0.00%	-3.28%
Black or African American	183	9	4.92%	10.53%	23.08%	12.55%
Cambodian	202	2	0.99%	11.62%	5.13%	-6.49%
Chinese	31	0	0.00%	1.78%	0.00%	-1.78%
Filipino	102	0	0.00%	5.87%	0.00%	-5.87%
Guamanian	0	0	0.00%	0.00%	0.00%	0
Hispanic or Latino	617	16	2.59%	35.50%	41.03%	5.53%
Hmong	79	0	0.00%	4.55%	0.00%	-4.255%
Japanese	0	0	0.00%	0.00%	0.00%	0
Korean	1	0	0.00%	0.06%	0.00%	-0.06%
Laotian	31	0	0.00%	1.78%	0.00%	-1.78%
Multi-Race	55	2	3.64%	3.16%	5.13%	1.96%
Other Asian	167	4	2.40%	9.61%	10.26%	0.65%
Other Pacific Islander	26	3	11.54%	1.50%	7.69%	6.20%
Samoan	7	0	0.00%	0.40%	0.00%	-0.40%
Vietnamese	98	1	1.02%	5.64%	2.56%	-3.07%
White	75	2	2.67%	4.32%	5.13%	0.81%
Grand Total Enrollment	1738					
Grand Total Unduplicated Expulsions	39					

II: Significant Changes and Developments

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

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

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

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

Assistant Principal, Dr. Stacy Kahn was hired in December of 2017. Dr. Kahn has been an educator for 21 years. Dr. Khan taught at the elementary school level for four years before moving into administration. Dr. Kahn served as a site principal at the elementary level as well as for alternative education programs. Before moving to McNair, Dr. Kahn served as a district-level administrator responsible for alternative education and categorical programs.

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

Tardy Policy:

After McNair's previous tardy policy was disallowed for various reasons (including state attendance requirements and the district-wide Office of Civil Rights Investigation), McNair went through most of the last few years with tardies handled by individual teachers in their classroom. Discipline that included out of school suspension originating from excessive tardies was not implemented. The Office of Civil Rights felt that this type of punishment is rife for inconsistent enforcement.

This year, McNair has implemented the first schoolwide tardy policy since the OCR visit/district-wide investigation. McNair staff members are approaching the tardy policy from a PBIS and RTI perspective of providing rewards for good attendance and intervention for students who are struggling to get to class on time. Students who have zero tardies are entered into a drawing to win prizes. In November, McNair Staff started giving small prizes out to students each Friday, a random number is drawn and if the student with that number on their 4th period roster hasn't had any tardies that week, they get a prize. Students with three or more tardies in a week serve a detention during the school day or after school. This detention is administered by the administration. The first two tardies that a student has during a given week is handled by the individual classroom teacher in whose class the tardy occurs.

Teachers and administration are currently examining ways to assure that tardies are being consistently marked, and that the reward and consequence system is being consistently implemented. Teachers and administration have been working out the details of this policy during almost every staff meeting. For example, the current tardy policy states that when the student body accumulates fewer than 250 tardies in a week there will be school-wide reward of an extended lunch period. As of January of 2019 the total number of tardies has far exceeded this number. The McNair Staff led by the PBIS team is planning to adjust this number to make the school-wide reward attainable.

New Programs:

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

Computer Science CTE Pathway: When the 2019-2020 school year begins, McNair High School will offer a Computer Science Pathway as part of the district's initiatives and LCAP goals. These goals are to provide a broad course of study for all students and to increase the percentage of students who complete a four year Career and Technical Education (CTE) pathway. The first two courses in the pathway have been approved. During the spring semester of the 2018-2019 school year, the administrators from McNair High School along with Administrators from Lincoln Technical Academy will work to hire a teacher for the CTE program and outfit a classroom. This program will be housed at McNair High School and will be supported by Lincoln Technical Academy and Lodi Unified School District. One of the long -term goals for the program will be to provide students with the opportunity to earn industry certification upon completion of the pathway. The CTE Computer Science Pathway has the support of Lodi Unified School District as well as the LUSD school board.

New Mobile App & Mass Communication System: Over Winter Break of 2018/19 Lodi Unified School District rolled out a mobile app for better communication with parents and students. This app had been in development, but the importance became more noticeable when school was canceled district-wide for the two days of Thanksgiving week due to poor air quality from the Camp Fire. Many students and parents did not receive the phone message that school was canceled. It is still too early to determine how successful the mobile app will be, nor how many people downloaded it, but LUSD staff are hopeful that it will help to facilitate reliable communication within the LUSD community.

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

New Social Science Curriculum:

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

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

New Teachers and Students:

For the 2018-19 school year McNair welcomed 17 new teachers to replace those who left McNair, mostly to take jobs closer to where they live, or to take on administrative positions. Of the 17 new teachers, 11 are currently working toward their teaching credentials. Each are in different stages, some are interns who had not taught before this year and others are well into their preparation program. Also, an overall shortage of qualified candidates in Math and Science has required McNair to utilize long-term substitutes for two positions, one in Math and one in Chemistry. There has also been an additional 200+ new students beyond what was projected at the end of the last school year, causing some classes to house 40 students. The increased number of students caused greater caseloads for teachers, challenges for the learning environment, and an immediate focus

on improved classroom management skills, with teachers implementing best practices and PBIS strategies to curtail discipline issues.

Teacher Turnover:

The teacher turnover rate described above has led to some ripple effects, with a number of tasks or roles previously undertaken by experienced teachers either falling to new teachers or going unfilled. Some of these instances are:

PLC Lead Team:

After many years of consistency, McNair's Teacher Lead Team entered the 2018-19 school year in flux. Only one of the five members, Amy Lundeberg, came into this school year able to work on the team. David Pires left the school to become an administrator in Elk Grove Unified School District. Luis Medina left the lead team to focus on the classroom. Alicia Wong and Heather Nonaca both missed sizable portions of the 2018-19 school year due to maternity leave.

A number of the teachers who had done work on the RTI Committee in 2017-18 (Shannon Hagan, Bill Robinson, Dallas Mickener) were invited to some of the early lead team meetings this year (when Heather Nonaca was not yet on maternity leave), but they were not formally added to the committee. As of the writing of this report, focus has shifted from the PLC leadership team to more inclusive leadership opportunities through the RTI team, PBIS committees, and the leadership team.

Leadership Team:

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

Activities Director.

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

Yearbook.

During the administration turnover in the summer of 2017, the Yearbook class was left off of the master schedule. The previous principal thought that yearbook could be run as an after-school program. As an after-school program, it was difficult to recruit students for yearbook who were willing to attend regularly, and it was also difficult to complete yearbook tasks that required students to be present during the school day (as opposed to after school). In the Spring Semester of 2018, the Yearbook class was brought back, and is on the 2018-19 master schedule being taught by Victoria Arvizu.

Special Day Class (SDC) Diploma Pathway

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

III: Ongoing School Improvement

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.
- Describe the process used to prepare the progress report.

OCR: After a complaint was made at Lodi High School during 2013, the Lodi Unified School District was investigated by the Office of Civil Rights (OCR). Despite not being involved in the initial dispute, McNair High School, having the largest minority population in the district, was one of the schools that the OCR focused their inquiry on. In particular, the OCR focused on the suspension rates and the disproportionate number of African-American and Latino males facing discipline.

The OCR found that discipline for issues that were considered non-subjective, including fights, drugs and alcohol, and weapons were consistent. They did however find inconsistencies in incidents that were considered subjective, specifically the number of students suspended under California Education Code 48900 (E), more commonly known as defiance.

The Office of Civil Rights also took issue with the number of punishments that could be traced back to an initial incident relating to attendance or simple classroom management. The way McNair staff members were enforcing the tardy policy during the 2016/17 school year, for instance, was that a tardy would result in being assigned a detention or Saturday School, and then when a student did not go to the assigned punishment, it was deemed as "defiance" and the student could be suspended as the end result of a tardy. Furthermore, the OCR believed that the initial tardy might be racially based, with teachers being more lenient with a student that they liked more, which they believed might be based on the ethnicity or gender of that student.

Since the 2016-2017 year, McNair has been working with the OCR, both at the school and district level to conform discipline policies to be as fair and egalitarian as possible. Prior to the 2017-2018 school year the Child Welfare and Attendance Department, in conjunction with the Positive School Climate Department, along with site administrators, developed a district wide behavior and interventions matrix that included suggested interventions for each offense. The matrix was updated prior to the 2018-2019 school year and will likely be updated every year. Most actions cannot be referred up to administration on the first offense. Teachers are encouraged to keep track of discipline issues that they handle in class, including whatever actions or interventions they took. Teachers may then escalate an offense to a referral only if the action is repeated after interventions.

Representatives from the Office of Civil Rights visited McNair High School in April of 2018 and seemed pleased with the progress that was being made. The data indicated that referrals and suspensions for African American students had decreased. Data for referrals and suspensions can be found on chapter 1 of the probationary report.

PBIS: McNair staff has continued to follow the Positive Behavior Intervention and Support model, and has expanded PBIS's role on campus. This has often gone alongside work with Response to Intervention and the Office of Civil Rights in order to create a school climate focused on success.

McNair's initial foray into PBIS had been a schoolwide matrix called the "Three R's," standing for Respect for Self, Respect for Others, and Respect for Property. This matrix often led to confusion. Many of the goals and actions were the same between each of the subsections. There were also a number of positive behaviors that were hard to classify from a strictly "Respect" basis.

In 2017-18, McNair Staff created a new PBIS matrix based off of the word SOAR (to coincide with our mascot, the Eagles). The letters stand for Safe, Organized, Accountable, and Respectful. Over the course of that school year, staff members sought feedback from teachers and students for the types of actions that should be included for each positive behavior. Posters were placed in all of the classrooms for the agreed-upon traits.

Furthermore, each teacher was encouraged to come up with a secondary SOAR matrix for their individual classrooms, stating how students and teachers should act during the various classroom activities. Teachers are encouraged to develop these with their students at the beginning of each term. Starting this school year, the individual classroom matrix was required with each teacher's sub plans.

8th Grade Visits

In February of 2018 eighth-grade students from Morada Middle School visited McNair High School. This was the first time such a visit had occurred. The purpose of the visit was to allow eighth-graders who would be attending McNair High School as ninth graders to visit the campus and see all that McNair has to offer. This was an opportunity for incoming students to see some classes prior to selecting classes. Eighth-grade students from Morada who will be attending McNair starting in July of 2019 are scheduled to visit McNair on February 19 of 2019.

Learning Communities for School Success Program LCSSP

In the summer of 2018 Lodi Unified School District was awarded a Learning Communities for School Success Program Grant (LCSSP). The LCSSP grant has allowed the district to hire Community Liaison Assistants (CLAs). CLAs, along with the program supervisor, have been placed at McNair High School. The role of the CLA is to assist the school in making connections with students who have struggled in school. The district's Assessment Research and Evaluation (ARE) department has developed a report that identifies students who are in need of significant intervention. The factors the report takes into account include GPA, Attendance, Parent Education, English Learner Status and other factors that may include a student's success in school. (A copy of the influence report will be made available upon request). The CLAs use information gathered from this report to create their caseload of students. The CLAs will then focus on providing interventions and supports for students on their caseload as well as other students who are identified. The LCSSP grant also provides funding for mentoring and tutoring. During the spring of the 2017-2018 school year, McNair's CLA supervised a tutoring program for students on his caseload and students who were not on his caseload, but were identified as needing additional

support. Lodi Unified is currently developing the mentoring program that will fulfill that requirement of the grant.

Improve Your Tomorrow (IYT)

In January of 2019 McNair High School, in conjunction with Improve Your Tomorrow will pilot the IYT to and through college program. IYT is a program dedicated to the success of young men of color in high school and through college. Improve Your Tomorrow has been operating in middle schools and high schools in Elk Grove Unified School District since 2013 and is funded through that district's LCAP. IYT focuses on academic needs as well as the social-emotional needs of the students in the program. During the winter and spring of 2019, the program will be staffed by individuals from IYT. One of their tasks will be to hire individuals with connections to North Stockton and, if possible, McNair High School to staff the program. The staff from IYT will work with the administration and the counselors from McNair to identify young men of color who will benefit from the additional support offered by the program. An IYT pilot program will also be established at one of the middle schools that feeds into McNair. Initially, IYT will be funded by a grant however one of the goals of the pilot program will be to show that it is worthy of being included in the next LCAP.

Development of RTI Pilot Programs

The McNair lead team and administrators have put a lot of effort into finding a way to systematically implement a Response-to-Intervention program to identify and help students who are not succeeding during regular class time. In the 2017-2018 school year, fifteen teachers, many of whom were not part of the Lead Team, formed an RTI committee that broke into smaller committees to research the types of programs, to examine different scheduling options, and to figure out how to best identify students that need intervention.

During the 2018-2019 school year, Title 1 funds have been used to send teachers and administrators to professional development focused on RTI. These include to the "Response to Intervention at Work" workshop and the RTI Institute, both by Solution Tree, to further research options that can be implemented with or without changing the schedule.

The social science department did a limited test-run of some of the things the staff had learned at these professional development conferences. In the Spring Semester of 2018, the geography teachers identified students that needed intervention, for either attendance, class work, or test and quiz corrections, on a weekly basis. Those students were kept in the classroom for extra time with their teacher for the last half-hour of class every Wednesday, while the other students were able to go to another teacher's class for enrichment activities and videos, or study hall time. The other teacher is paid through Title I money for giving up part of their prep period. The program was deemed successful, and in Fall Semester of 2018, the program was expanded to both 9th Grade Geography and 10th Grade World History. The second-half of class every Thursday in those classes is now WIN (What I Need) time. Teachers are keeping track of the grades of those who receive intervention.

Describe the process used to prepare the progress report.

Administration worked with teachers on staff to put the progress report together. The librarian, Michael Gould, who wrote the previous WASC report, was again placed in charge of gathering and compiling statistics for the Student/Community Profile (Part I). Tony Kelly, a social science teacher helped write the Significant Changes and Developments (Part II) and the Ongoing School Improvement (Part III) sections with the guidance of and input from administration, department chairs, and curricular leads.

Part IV, the Progress on Critical Areas for Follow-up/Schoolwide Action Plan, was broken up among groups of teachers in multiple ways. At a staff meeting prior to the school year beginning, teachers were assigned randomly to the five subsections (Organization, Curriculum, Instruction, Assessment, and School Culture). Each group was given the action plans and area for follow-up referenced in the last WASC report and the visiting committee report from the spring of 2017. Teachers compiled previous practices, current practices, and, goals/plans for future progress relating to each Critical Areas for Follow-up.

At the third WASC meeting, in September, teachers met in their individual departments, where they looked at all of the critical areas together. The hope in this was to find more cohesion between the five subsections. Some teachers felt that the last WASC report did not do a good enough job of presenting all of the programs and classes across all areas of the self-study. Some teachers who were in charge of a specific class or club might not be in the group that dealt with the topic that their class or club would be a good representation of. There were also issues in which one teacher might describe what they do in their class, or something they had collaborated with some other members of their departments, and it would be written as something the entire department does, which would seem disingenuous when the visiting committee did not see the practice in all of those department's classes. Furthermore, since many of the Critical Areas for Follow-up in the Curriculum, Instruction, and Assessment areas relate to PLCs and common assessments, there was the belief that the PLCs should represent themselves.

In October, the staff once again met in critical-area subgroups to fine-tune the evidence collection process. Staff invited a number of parents to this meeting, and they met with administration to provide ideas and feedback on the WASC process. While parents and students were involved early on in the last WASC report, they came to fewer and fewer meetings as the process continued, meaning that their voice was not present in the finished report. The November and December meetings focused on gathering of evidence and writing the narrative out of the brainstorming from the previous meetings.

A schedule of meetings is included below.

2017-2018 School Year

Schoolwide Meetings/Professional Development	
Date	Purpose of Meeting/Professional Development
07/26/2017	Staff wide RTI training conducted by a representative from Solution Tree
07/27/2017	Staff meeting, introduced key issues for follow up from WASC visiting committee.
08/09/2017	Staff Meeting, discussed updated discipline and intervention matrix and initiative to update the dress code.
09/06/2017	Staff Meeting, discussed electronic referrals and introduces community liaison assistant and the LCSSP grant.
10/18/2017	Staff Meeting, shared and discussed SBA data from 2016-2017 and did a activity that focused on where teachers felt McNair was as a school and where they wanted to go.
11/08/2017	Staff Meeting, math department shared data, discussed schedule for CAASSP testing for the spring,
12/13/2018	Staff Meeting, Discussed visit by 8th graders from Morada Middle School in early 2018, discussed back to school night/open house for the second half of the school year.
01/24/2018	Staff Meeting, shared information from California Dashboard, discussed visit from the Office of Civil Rights scheduled for April of 2018.
02/21/2018	Staff Meeting, split into groups and addressed key issues from the 2017 visit. The staff used google forms and google classroom to collaborate on the exercise
04/04/2018	Staff Meeting, RTI research team presented. The team discussed the work that had been done with the consultant from Solution Tree and discussed a

Ronald E. McNair High School ACS WASC Progress Report

	potential timeline for implementation
05/02/2018	Staff Meeting, The RTI team led the staff in an exercise that allowed them identify students would be in need of intervention. The goal was to have teachers see that many students were in need of intervention.
05/23/2018	Staff Meeting, Tardy policy for the 2018-2019 school year was shared, feedback was sought. Prior to the meeting a short survey was sent to gauge teachers feelings toward tardies.

2018-2019 School Year

Schoolwide Meetings/Professional Development	
07/26/2018	Site Based Professional Development. The staff was randomly assigned to focus groups and each group began to address the key issues for follow up. New teachers were given an introduction to WASC.
08/08/2018	Staff Meeting, Tardy data from the first full week of school was shared. The PBIS lead discussed the requirement that each teacher develop a classroom positive behavior expectations matrix.
08/22/2018	WASC Meeting, Departments met to discuss chapter 3 of the probationary report. Departments were asked to address the steps they have taken to ensure that there was ongoing improvement
09/05/2018	Staff Meeting, Counselors shared data on the number of students who met A-G requirements. The format for the probationary WASC report was discussed along with the process for collecting evidence.
09/19/2018	WASC Meeting, Focus groups met to discuss evidence. Groups determined the type of evidence that should be collected and the best way to collect it. Focus groups submitted questions for a parent survey.
10/16/2018	WASC Meeting, Parents were invited to take part in the meeting. Focus groups met to analyze evidence. Focus group C developed an instrument for collecting data on instruction.
10/31/2018	Staff Meeting, Tardy and data and discipline data was shared. The format for the probationary report was discussed again as well as the process for collecting evidence in a digital format.

Ronald E. McNair High School ACS WASC Progress Report

11/07/2018	WASC Meeting, Parents were invited. Focus groups began to analyze the evidence that had been collected and determine what pieces of evidence were needed.
11/28/2018	WASC Meeting, Parents were invited. Focus groups began to process the evidence that had been collected along with all of the information that was gathered in an effort to complete chapter 4 of the probationary report.
12/12/2018	Staff Meeting, The California Dashboard for McNair High School for 2018 was shared. The staff discussed that factors that impacted the Dashboard and the steps that are being taken to address areas of concern.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.
- → *Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

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

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

McNair High School has maintained its current mission and vision statements with no revision from 2016-2018. The team developed a parent/student surveys to gather information about whether or not all stakeholders know what these statements mean and that they agree to these statements each year. The survey included three questions that addressed the mission statement and three questions that addressed the vision statement. The results for the questions regarding the mission statement were as follows:

- 65% of the respondents indicated that they were very familiar or familiar with the statement.
- 80% of the respondents strongly agreed or somewhat agreed with the statement as it is written.
- 85% of the respondents indicated that they support the statement as it is written and and would like to keep it the way it is.

The results for the questions regarding the vision statement were as follows:

- 65% of the respondents indicated that they were very familiar or familiar with the statement.
- 80% of the respondents strongly agreed or somewhat agreed with the statement as it is written.
- 84% of the respondents indicated that they support the statement as it is written and and would like to keep it the way it is.

More stakeholders (such as parents and students) need to be involved in refining the mission and vision statements.

- **Evidence**
 - Parent Survey Responses

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

Parent involvement has been, and continues to be, an area of focus for the staff at McNair High School. During the the annual freshman orientation, monthly “Coffee with the Counselors,” and quarterly School Site Council meetings, input was sought for how to improve communication between McNair High School and the community. During the first half of the 2018-2019 school year a survey was administered. Several questions from the survey asked about communication. Since the 2017 self-study, and using information collected both formally and informally, efforts have been made on several fronts to increase parent involvement. These efforts include:

- Coffee with the Counselors
 - This is a monthly meeting hosted by the counseling staff. Parents are invited to enjoy coffee and pastries and hear about important events that may impact their students. The counselors always invite administrators to the meetings and ask them to speak to the parents and answer questions that parents may have. Coffee with the Counselor meetings are advertised in the newsletters, via blackboard connect, and on the marquee.
 - Evidence
 - Sign in Sheets
- School Site Council
 - The School Site Council meets quarterly. The role of the School Site Council is to provide guidance and feedback for McNair’s Title I funding. The School Site Council is made up of parents, students, teachers, the principal, and members of the classified staff. All stakeholders, including staff and the parents/guardians of our students, are invited to the School Site Council meetings, only members however can vote on School Site Council issues. School Site Council meetings are advertised on the McNair website and on the marquee in front of the school. In accordance with the Brown Act, the agendas for School Site Council meetings are posted online, as well as in the front office, 48 hours prior to each meeting.
 - Evidence
 - Sign in Sheets
 - Agendas
 - Powerpoint Presentations
- Parent Forums
 - During the 2017-2018 school year the staff at McNair High School set out to revise the school’s dress code. A parent forum was held in September of 2017 to gather input from parents. The parent forum was advertised via blackboard connect. The administration at McNair is open to holding additional parent forums to gather input from parents on other issues that may affect students at McNair.
 - Evidence
 - Sign in Sheet
 - Powerpoint Presentation Back to School Night/Open House

- Back to School Night
 - Every August, McNair High School hosts a Back to School Night for parents and students. Back to School Night (which is held first term) features a general parent meeting followed by classroom visits. During the general parent meeting, the administrators discuss any changes that have occurred at the school site since the previous school year. Information regarding the district's LCAP and the site's status as Title I school is also presented. When necessary, elections may be held for parent representatives to the School Site Council. After the general meeting, parents are given the opportunity to visit their student's classrooms, following their student's schedule. During classroom visits, McNair's counselors set up tables in the main building to be accessible to parents and guardians. For Back to School Night in August of 2018, a representative from the Stockton Public Library set up a booth in the main building in order to distribute information about the library. There will be an effort made during Back to School Night in August of 2019 and beyond to have more community organizations set up booths for Back to School Night.
- Evidence
 - Sign in Sheets
 - Powerpoint Presentation
- ELAC: English Language Advisory Committee
 - McNair High School hosts quarterly English Language Advisory Committee (ELAC) meetings. The purpose of ELAC is to provide a forum for the parents of English Learners to learn about important issues that may affect their students and receive valuable information from members of the community.
- DELAC: District English Language Advisory Committee
 - Lodi Unified School District Hosts Quarterly District English Language Advisory Committee (DELAC) meetings. Parents and guardians of English Learners are invited to the district office to learn about issues that may be facing their students on the state and district level.
- Evidence
 - DELAC Meeting Notifications and Agendas
- LCAP: Local Control and Accountability Plan
 - Each year, Lodi Unified School District hosts parent and community forums that focus on the Local Control and Accountability Plan (LCAP). Multiple forums have been held at locations in both Lodi and North Stockton. In addition to the community forums, information regarding the LCAP was shared at Back to School Nights in 2017 and 2018 as well as at an open house that was held in April of 2018.

■ Evidence

- LCAP Forum Announcements.
- LCAP Presentation from Back to School Nights 2017 and 2018
- Parent Input on New Curriculum Adoption
 - During the 2017-2018 school year Lodi Unified School District engaged in the process of selecting new curriculum for Social Science. During this process at least one community forum was held. The purpose of the community forum was to allow parents and other community members to review options for the new adoption and offer input. The school district is currently in the process of adopting new curriculum for Science. As of January 10, 2019 no parent forums have been scheduled.
 - **Evidence:** Schedule of Parent Forums
- Open House/Parent Showcase
 - In April of 2018 McNair High School hosted an Open House and Parent Showcase. The event was designed to showcase many of McNair's programs and electives, and also to serve as a second back-to-school night for the second term classes, for which McNair has never had an organized forum for parents to meet their students' teachers. McNair's culinary arts students prepared snacks and the orchestra and band performed. The principal shared updates on different issues facing McNair and the Lodi Unified. Parents were then invited to visit classrooms. The Open House was not well attended, and was deemed too late in the term to be effective. A second-term Open House will not repeated in 2019. The goal is to bring an Open House Night back in 2020 if it can be scheduled earlier in the term.
 - **Evidence**
 - Open House Sign in Sheet
 - Open House Flyer
- Repair of the Marquee
 - The marquee at the front of the school was repaired in December of 2017. The marquee had not worked for several years. Parents and guardians expressed their concern over the marquee on several different occasions during the first half of the 2017-2018 school year. Currently the principal and the Plant Supervisor have access to the marquee. Any staff member can request that information be placed on the marquee.
 - **Evidence**
 - Messages on the Marquee

- Newsletters
 - In January of 2018, a newsletter containing valuable information for parents and students was sent home by mail and placed on McNair's website. Another newsletter was sent in October of 2018. In November of 2018 Lodi Unified subscribed to a flyer management system called Peachjar, which allows McNair or district staff to email flyers and newsletters directly to parents and guardians. The current plan is to send a monthly, and possibly a weekly, newsletter via Peachjar.
- **Evidence**
- Newsletters

The efforts to increase communication between McNair High School and the community will continue into the second half of the 2018-2019 school year and beyond. These efforts will include:

- A Lodi Unified App for Smartphones
 - In early 2019, Lodi Unified School District rolled out an application for smartphones. The app allows students, parents and guardians to receive updates for their selected school or schools, as well as the district as a whole.
 - The Ability to Send Messages Via Text Message
 - The staff at McNair recognizes that many parents and guardians would prefer to receive information via text message. In early 2019 the staff at McNair will have the ability to deliver information via text message. Lodi Unified has upgraded the Blackboard Connect mass communications system.
 - Parent Forums for Important Issues
 - The administration is committed to seeking input from parents on all issues that may impact McNair High School. When there is need for a parent forum, one will be scheduled.
 - Newsletters and Blackboard Connect Messages Sent in Home Languages
 - The administration recognizes that many parents and guardians speak languages other than English. In the past, McNair has been able to utilize existing staff to complete translations and contact parents in their home languages. When there has not been a staff member available on site, the district has assisted with translation services. This process, however, has not been the case with the newsletters or with every Blackboard Connect call home.
 - Annual Survey to Gauge Parents' Feeling about Concerns being Met
 - Beginning in August of 2019, a survey will be administered to parents and guardians seeking input on important issues facing McNair and gauging their feelings on our efforts to improve communication and meet their needs.
- **Evidence**
- LUSD Mobile Application
 - Blackboard Connect Mass Communication System
 - Parent Survey

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

All core departments have developed, or are currently working to develop, common formative assessments and rubrics. Many departments have been impacted by the adoption of new curriculum over the past several years. As a result, each of the core departments are at different stages of development.

- Lodi Unified School District adopted the current Math pathways at the beginning of the 2015-2016 school year. However, there was a period of time in which incumbent students were finishing the previous pathway while new students began in the new pathway. The first year of full implementation was the 2017-2018 school year. Over the past three years, the Math department has developed common assessments for High School Math, Integrated Math I, Integrated Math II and Integrated Math III. Members of the the department use their CPT time to analyze data for the purpose of addressing the needs of the students. Beginning in the Fall semester of the 2018-2019 school year, members of the Math department began to provide weekly intervention time for identified students. This is being done as part of McNair's efforts to develop a campus wide RTI program.
 - **Evidence:** [Math Evidence](#)
- Lodi Unified School District adopted new English/Language Arts curriculum at the beginning of the 2016-2017 school year. The curriculum, StudySync, is technology-based and often requires teachers to adjust their methods to accommodate the curriculum. During the first year of the adoption, teachers were expected to maintain fidelity to the curriculum and to follow the scope and sequence set forth by the new curriculum. Over the past two school years, English/Language Arts teachers have made adjustments within the StudySync curriculum to better fit the needs of the students. StudySync includes imbedded benchmarks that students are expected to take at the end of each quarter. In addition to the quarterly benchmark assessments, teachers for grades 11 and 12 have developed a common rubric for literary response essays and have worked to norm their grading. Teachers for grades 9 and 10 have developed a four-point proficiency scale for assessing writing and providing feedback to students. The Read 180 teachers have collaborated on administering short common formative assessments, writing assignments, and workshop assessments. They have created common rubrics for different types of writing assignments in READ 180 and have compared student work.
 - **Evidence:** [English/Language Arts Evidence](#)
- Lodi Unified School district adopted new Social Science Curriculum at the beginning of the 2018-2019 school year. As a result, the Social Science Department has been working to revamp their common assessments to align to the new curriculum and the Common Core standards. There are currently not district benchmark assessments for Social Science. However, the department is working to develop common summative and formative assessments. Members of the department meet regularly to examine data from the assessments for the purpose of

driving future instruction and providing targeted intervention during their weekly RTI sessions.

- **Evidence:** [Social Science Evidence](#) , [Social Science Curriculum Examples](#)
- Science will be the last of the core subjects to adopt new curriculum. The science adoption is scheduled to take place at the beginning of the 2019-2020 school year. Over the course of the last two school years, teachers from each high school have worked to develop a new science pathway that will align to the Next Generation Science Standards (NGSS) and adopt new curriculum that will support the chosen pathway. Biology and Earth Science teachers have developed a common scope and sequence for each subject as well as common formative and summative assessments. Subject area teachers meet regularly to analyze the results of the assessments for the purpose of driving future instruction and addressing the needs of the students.
 - **Evidence:** [Science Curriculum](#) , [Biology and Earth Science](#)

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

The need for intervention in the areas of academics, behavior, attendance, and social/emotional is apparent at McNair High School. The LCAP provides funding for an after-school program. An after-school program has been operating at McNair for nearly ten years. The after-school program provides funding for after-school tutoring as well as enrichment activities. The after-school program also provides a supper program for students who attend. The effectiveness of the after-school program is difficult to determine. The program is voluntary and not targeted. Beginning in the 2017-2018 school year, the staff has worked to develop intervention programs that provided timely, targeted interventions rather than broad-based interventions that may or may not address the identified needs of the students.

- Each department has worked to develop a pilot Response to Intervention (RTI) program that operates during the school day. Each department collects data, analyzes data, and determines which students need intervention based on the analysis of the data. Each department takes a different approach regarding the type of intervention that is offered. The staff at McNair has approached the 2018-2019 school year as being an “action research” year. Data is currently being collected to determine the effectiveness of each program. Staff members are also researching existing RTI programs in an effort to determine the best practices from other comprehensive high schools. The goal is to implement a campus-wide RTI program that takes place during the school day. This will require a commitment to alter the schedule.
 - **Evidence:** Department Pilot RTI Programs
- A new tardy policy was implemented at the beginning of the 2018-2019 school year. One of the purposes of the policy was to identify students who were chronically tardy and offer appropriate intervention. The first and second levels of intervention include parent contact and after-school intervention while the third and fourth levels include a check in/check out process and a parent meeting.
 - **Evidence:** Tardy Policy

- All ninth grade students, with the exception of those who are part of AVID, are enrolled in Seminar 101. Seminar 101 is a class designed to assist ninth grade students with their transition to high school. McNair High School has offered Seminar 101 since the 2014-2015 school year. The first cohort of students who took Seminar 101 graduated in 2018 and had an 85% graduation rate, which was an improvement over the previous year.
 - **Evidence:** 2018 Graduation Rate
- Students who are classified as English Learners, or who test significantly below grade level according to the reading inventory, or who continually struggle in English/Language Arts classes are given the opportunity to take Read 180 as an English Language Support class. Read 180 is a yearlong course in which students have the opportunity to earn both English credits and elective credits toward graduation. English Language Support Classes are year-long classes that run in conjunction with a student's regular English/Language Arts course.
 - **Evidence:** Reading Inventory Scores, Percentage of EL Students Reclassified as proficient
- McNair High School's Math department uses the district-created formula to ensure that students are appropriately placed in their math course. In addition, ninth grade students who fail High School Math are placed in High School Math A and High School Math B during their tenth-grade year. The High School Math A and High School Math B courses offer the High School Math curriculum supplemented with material designed to help students build skills in Math. All High School Math classes also use Dreambox. Dreambox is a technology-based program that allows students to practice and improve their Math Skills.
 - **Evidence:** [Math Pathways](#)
- McNair High School has a very active Link Crew. The purpose of Link Crew is to assist ninth grade students as they transition to high school. Link Crew leaders work with ninth grade students over the course the year. Each ninth grader meets with a Link Crew Leader at least once per quarter. Teachers and administrators can refer students to the Link Crew when they believe that a student would benefit.
 - **Evidence:** Link Crew Meeting Logs
- McNair High School has Conflict Mediation Program, which is used by teachers and administrators as an intervention for students who may be having conflict with one another. Students can also self-refer to Conflict Mediation. Conflict Mediators are trained by the Conflict Mediation teacher. Conflict Mediators will also meet with students who may not be involved in a conflict but are in need of some other type of peer assistance.
 - **Evidence:** Conflict Mediation Logs
- McNair High School offers two credit recovery opportunities for students who have failed classes they must make up in order to meet the requirements for graduation. One option was previously known as "adult school" and now referred to as credit recovery. The credit recovery program is run through Lincoln Technical Academy, but is operated at McNair High School. Credit recovery is offered three days per week. Students have access to all core classes in credit recovery. Students also have

the opportunity to recover credits through Cyber High. Cyber High operates at McNair and is run through the district's independent study program. In addition to the two credit recovery programs offered during the school year, students have the opportunity to attend summer school each summer. In summer school, students can recover 10 credits, or one class. Since 2014 the location for summer school has alternated between McNair High School and Bear Creek High School.

- **Evidence:** Graduation Rate, Number of Student enrolled in Credit Recovery Classes
- The OCR resolution that went into place in August of 2016 has resulted in a change in the way that discipline and intervention are handled district-wide. The OCR resolution, coupled with the district-wide focus on Positive Behavior Intervention and Supports (PBIS) has shifted the focus away from applying disciplinary measures for certain offenses toward providing appropriate intervention instead. McNair has stopped using the term “In School Suspension” and instead uses the term “On Campus Intervention” or OCI. OCI is used as an alternative to out-of-school suspension. Students assigned to OCI are expected to complete classwork. The OCI teacher also meets with students individually. The teacher has access to a student's grades and attendance history so that she can provide more targeted intervention. In January of 2019, the OCI teacher began to use Ripple Effects. Ripple Effects is a technology-based program that focuses on student behavior.
 - **Evidence:** S.O.A.R. Positive Behavioral Expectations, Matrix Discipline and Intervention Matrix, On Campus Intervention Data

B. Standards-Based Student Learning: Curriculum

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

Most departments have been using Common Planning Time to update curriculum and instruction to better align to the Common Core standards. McNair is in the process of updating curriculum in many of the subjects, which had been put on hold as the new benchmarks were being created by the State of California. As such, math curriculum began its update with Integrated 1 in 2016-17, and was fully implemented by last school year. English was updated from 2016-2018, as well. This year, the social science department implemented new textbooks that are better aligned with the Common Core strategies, and science will change to their new textbooks next year pending adoption of NGSS pathways. Beyond textbooks, many of the departments have worked on sharing best practices and aligning instruction to better incorporate the Common Core standards.

- In Science, Earth Science and Chemistry have included claims, evidence, and reasoning into their lab processes and reports. Biology has incorporated essay writing into their curriculum. Physics and Conceptual Physics use lessons that require students to analyze data given to them. Physical Science has determined graphing standards that are commonly taught and assessed.
 - **Evidence:** [Science Evidence](#)
- The Social Science department has been actively working on a rubric that assesses common core skills by grade level for the entire department. The Social Science department has been bringing in more historical documents and are beginning to track down additional resources for students to analyze historical data, such as graphs and charts. They are also establishing department-wide standards for primary document analysis. The new curriculum has enhanced the department's ability to incorporate more Common Core strategies in the classroom, with each of the topics including a "Quest" assignment that is tailored to Common Core. This was one of the primary reasons the Social Science Department adopted the curriculum that it did.
 - **Evidence:** [Social Science](#)
- In English, the 9th and 10th grade curricular groups have focused on explicitly teaching how to support ideas with evidence by using the Says Means Matters strategy. The 9th/10th grade curricular group, 11th/12th grade curricular group, and the Reading Intervention curricular group have all taken release days to collaborate on which instructional strategies to implement and the best way to teach the curriculum. The English Department has established essential standards and learning targets for each standard, including student-friendly language for these. Teachers refer to this in their daily objectives and tie activities back to these standards.
 - **Evidence:** [English](#)
- In VAPA, Visual arts has embedded essay writing into Art Critiques. Students are taught a formulated response procedure that involves description, analysis, interpretation, and

judgment. VAPA has incorporated a standard rubric for assessing art critiques. The VAPA Department is in the process of calibrating the Art Critique rubric so that all disciplines are graded equally.

- **Evidence:** [VAPA](#)

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

Response to Intervention has been one of McNair's primary focuses over the past two years. McNair has formed an RTI Committee to work alongside the PLC Lead Team. McNair worked with a Solution Tree consultant last year on RTI, and are sending five teachers and three administrators to various RTI conferences and workshops this year.

At this point, McNair is not on a schoolwide RTI. The McNair RTI Team has looked at various ways that this might happen, including a schedule that will give each period one intervention and enrichment time per week. The schoolwide block would rotate through fourth period on Monday, first period on Tuesday, second period on Thursday, and third period on Friday, giving every class intervention once a week. However, there is some doubt that this schedule change would pass the necessary 80 percent staff vote, considering that teachers will have shorter prep periods every day, and teachers will be asked to provide enrichment once a week when their prep period aligns with the class period on RTI that day.

Departments have begun planning or implementing their own versions of RTI, either in preparation for a schoolwide system or to be done during the school day without changing the schedule.

- In the science department, Chemistry, Earth science and Biology use common formative assessments to drive pacing. Time is built into the schedule for reteaching and enrichment as needed. Teachers are beginning to assemble lists of pre-vetted YouTube videos and other web-based resources for students to use when extra support is needed outside of class time. Earth science uses bi-weekly grade checks to keep parents informed of student progress. Chemistry, Biology, and Earth science offer tutoring before school, during brunch, and during lunches. Students in need of intervention are encouraged to attend tutoring by teachers. Physics offers after-school and lunchtime tutoring every day, and students are required to attend tutoring and show that they are ready to take a re-test before being allowed to retake a test. Chemistry students are allowed to retest and may use the final exam as a make-up. Non-CP courses and Earth Science use a daily one-on-one progress check with students and constant verbal feedback on the quality of student work. The science teachers are pursuing professional development on Illuminate software so that they can begin using Illuminate's analytical tools on non-multiple choice assessments.
 - **Evidence:** Science Common Formative Assessments
- The English Department has implemented a needs-based Response to Intervention process in which teachers send students to other teachers during their prep period so that the original teachers can give more focused attention to students who are not meeting standards. Students are given opportunities to get help on missing assignments or have tutoring on assignments they have not yet mastered. Placing students in StudySync ELD classes with curriculum that is more accessible for English language learners. At the

beginning of the year, all English classes administered the Reading Inventory test. Students' Lexile scores were used to check placement, and some students whose scores were low were moved to Reading Intervention classes, while others whose scores were high were given opportunities to take more challenging classes. The Reading Inventory was administered again after the first semester (in September) in support classes to monitor students' progress in reading.

- **Evidence:** Reading Inventory Data, Pilot RTI Program
 - The Social Science department has implemented an RTI program over the past two years. Starting in the Spring of 2018, the department began splitting Geography classes up a half-hour per week on Wednesdays, with many of the students given enrichment activities in another classroom, while others stay behind for intervention. The teacher providing enrichment in another classroom is a teacher that is currently on their prep period, and is paid for that time through Title I funds. This year, the Social Science Department has expanded the program for both Geography and World History classes, and has also expanded the timeframe up to a full half-period every Thursday. Depending on the week and what unit is being covered, students are given intervention based on either low test scores or missing projects or subpar classwork. The department uses Common Planning Time and gradebook data to determine which students are eligible for intervention or enrichment. Teachers are beginning to track the grades of students who have received intervention in some form. The department engages in discussions to find cohesive ways to implement strategies into the other two grade-level subjects, but is having trouble determining how to do it without teachers losing more of their prep time.
 - **Evidence:** Social Science Pilot RTI Program [RTI Sample](#)
 - Math is piloting an RTI model very similar to social science, with high-performing students going to another teacher for enrichment, while students needing intervention stay behind for additional time with their teacher. They are keeping track of this in a Spreadsheet.
 - **Evidence:** [Math RTI Template](#)
 - VAPA offers student-led and student-directed support materials to help students who need extra intervention, such as Google Classroom documents and videos. VAPA also offers after-school tutoring time each week.
 - **Evidence:** VAPA Google Classrooms
- c. **Parent and student voice are not solicited in decisions about curriculum.**
- When the new social science textbooks were being adopted, parents were invited to two informational meetings where they could voice their opinion and provide input toward which textbooks should be chosen and how history should be taught. These were district-level meetings, and most of the parents who attended were from Lodi, but all parents were invited, and one of the meetings was in Stockton. The science curriculum is currently going through a similar process, and public input is being requested for the NGSS pathways and the curriculum that will follow.
 - **Evidence:** Social Science Adoption Community Forums

- Most teachers have class syllabi that outline the classroom curriculum. These syllabi are sent home and, in many cases, parents are encouraged to sign the syllabus or an addendum. The syllabi are also available at Back to School night.
 - **Evidence:** Individual Course Syllabi
- Most classes have a Google Classroom page with relevant information. Some teachers use Google Classroom's polling feature to assess student interest and solicit feedback on calendar pacing and background information. Some of these pages can be accessed by parents if they are connected to the class's Aeries page. Some teachers also use Remind.com to keep the students apprised of relevant classroom information, such as due dates. Parents can sign up to receive Remind texts alongside their child without being signed in to a district Google account.
 - **Evidence:** Course Specific Google Classrooms

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

Students are placed into appropriate classes based on their 8th grade test scores. Ninth graders are placed into math using SMI or Lexile scores, state test scores, and 8th grade teacher recommendation. The English Department uses Lexile scores, EL Status, and Previous grades to place students into appropriate classes, and then re-evaluates students each year.

- Math, English, EL, and Special Education teachers go to the feeder middle schools in the second half of each school year to meet with teachers, examine data, and make sure students are properly placed.
 - **Evidence:** District Math Placement Data, Reading Inventory Data
- In February of 2018 eighth-grade students from Morada Middle School visited McNair High School. This was the first time such a visit had occurred. The purpose of the visit was to allow eighth-graders who would be attending McNair High School as ninth graders to have the opportunity to visit the campus and see all that McNair has to offer prior to selecting classes. Eighth-grade students from Morada who will be attending McNair starting in July of 2019 are scheduled to visit McNair on February 19 of 2019.
 - **Evidence:** Eighth Grade Visit
- Choir does tryouts for eighth-graders coming into McNair High School each year. In the past, there have been some articulation meetings in science and social science, but there has been some difficulty for these teachers to meet up due to different bell schedules and Common Planning Time calendars. McNair has two district-wide professional development days at the beginning of the school year, with many segments catered to a

specific subject, giving teachers a chance to interact with other middle school teachers and high school teachers in their subject.

- **Evidence:** District Professional Development Days

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

The course pathways are approved by the district, and each student has the opportunity to select their courses with consultation from their parents and counselors. Educational programs, such as HCA/HOSA and AVID, are advertised throughout the year. Students are allowed to change their course selection during the first two weeks of each teaching term. Because McNair is on a 4x4 schedule, this allows students twice as long, in instructional minutes, as the other schools in our districts to change their mind. Students are also able to make these changes four times per year, instead of two.

- In English, students are given Lexile tests to verify that they are placed correctly. Students are moved to new classes as indicated by their Lexile.
 - **Evidence:** Reading Inventory Data
- Eighth-grade students are given the opportunity to have an orientation on subjects by visiting McNair prior to selecting their courses to gain knowledge of course offerings.
 - **Evidence:** Freshmen Orientation
- Lodi Unified School District utilizes a math placement formula that will factor in a student's performance on the math section of the Smarter Balanced Assessment along with grades in their middle school math classes to ensure that students are placed in the appropriate math class. Parents who wish to have their student take a math class above what is suggested are asked to sign a form acknowledging that they are aware that their student is taking a course that may be above their student's skill level.
 - **Evidence:** District Math Placement Formula
- Link Crew, Freshman Orientation, and Freshman Seminar help ninth graders plot out their educational pathways. College and Career nights help students of all ages keep track of what classes are necessary and useful. Club Rush introduces students to academic clubs, such as Academic Decathlon and Mock Trial, in addition to interest clubs and sports.
 - **Evidence:** Link Crew Meeting Logs, List of Clubs
- All of the Advanced Placement classes in English and social science have no prerequisite and are accessible to all students. Many seniors who have never taken an AP class try AP Government or AP Psychology in their senior year. Some students who have Ds and Fs in previous social science classes are allowed into AP European History, AP United States History, AP American Government, and AP Psychology each year. Counselors and teachers usually meet with those students to make sure they know what they are signing up for, but any student who wants to take these classes is not turned away. The English

department also offers Pre-AP classes to 9th and 10th grade students who are interested in pursuing upper-level courses, and students are, similarly, not turned away.

- **Evidence:** AP Course Enrollment

C. Standards-Based Student Learning: Instruction

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

During the fall of 2018 teachers at McNair High School engaged in peer-to-peer observations. Staff completed a total of 101 separate observations in a variety of classrooms and subjects, specifically gathering data on instruction ([see Focus on Learning Snapshot tool](#)). Teachers looked for examples of activities demonstrating the four levels of thinking in Webb's Depth of Knowledge, ways technology was being used, and strategies for differentiation. Below are school findings based on data gathered using this tool.

- Science classes encourage peer-to-peer learning, student collaboration on writing lab procedures, and engage in phenomena-based lessons.
- In social science, the new curriculum demands that Common Core strategies are used in each classroom. The Quests in the new textbook provide critical thinking and problem solving tasks. Even before the latest textbooks, the department was trying to transition to more chronological thinking and primary document analysis. Many of the social science classes use small group work and pair shares.
 - **Evidence:** Social Science Curriculum
- In VAPA, peer collaboration is encouraged throughout each art course in order to support creation. Photography partners assist and collaborate on photo compositions during camera use time.
 - **Evidence:** VAPA Student Projects
- English classes have had students practice writing assignments in which students must establish a claim and provide reasons and evidence from research and the text to support their claim. The English StudySync curriculum is all theme-based, so students discuss and think deeply about a theme and different aspects of that theme throughout the unit. Students use the theme-based essential question for inquiry-based learning. Students complete multiple readings of the same text with a different focus each time. This allows for students to begin with a surface level understanding of the text and to then go deeper and make connections related to the theme. Students in Reading Intervention and English Language Development read multiple short literary pieces and create an outline for a literary analysis comparing and contrasting two characters using evidence from the texts.
 - **Evidence:** StudySync Curriculum, Read 180

In the classroom observations:

- Out of 101 classroom observations, 51 observed level 3 depth of knowledge.
- Out of 101 classroom observations, 39 observed level 4 depth of knowledge.
- Examples of higher-level thinking observed in classrooms:
 - “Students asked in depth questions, explained to each other, challenged ideas, asked for clarification, analyzed articles and compared them, synthesized the information and applied to their own experiences and lives.”
 - “Students are working in groups to create a 3D house using skills they have previously used. Students are strategic about the way they are creating their houses by planning ahead of time the building techniques they are using and the colors they are using when painting.”
 - “Students were using strategic thinking to formulate answers to math problems. Students were also analyzing different ways to calculate each problem.”
 - “Observed students investigating and interpreting primary sources such as the Magna Carta and work on comparing that document to the US Constitution.”
 - “As mentioned above students were asked to create a visual, or write an interpretation of Freud's theories of the subconsciousness.”
 - “Students were using strategic thinking to formulate answers to math problems. Students were also analyzing different ways to calculate each problem.”
 - “Students were asked to analyze a given problem in order to determine if the answer presented was correct. Then they had to correctly solve the problem as a team.”
 - “Students were asked to interpret and critique answers on video, during multiple stopping points.”
 - “Students were asked to create a digital comic strip from what they learned during the lesson using vocabulary words.”
 - “Students were working on a research project and critiquing information that they came across online”

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

- In science lab reports, students must produce graphs and formal written reports using numerous features of Google Suite. The science department also assigns online simulations, probeware, webquests, and digital article annotations.
- The social science department has been developing more uses for Google Classroom. Students are given webquests that look at historical photos and written documents. Students create and peer edit thesis statements and historical arguments via Google Docs. Students create flash presentations in lieu of teacher lecture or vocabulary work.
- English classes have used Padlet for student responses in class, as well as Flipgrid, Peardeck, and Google Classroom for communication and collaboration between students, and project production. Students read, analyze, write, publish, and peer-review using the Blasts on StudySync. Teachers use programs like Quizziz, Quizlet Live!, and Kahoot! for vocabulary development in Drama and ELD. Students produce literary analysis essays in the ELD classes by using a graphic organizer on Google Docs.

Data from the classroom observations:

- Out of 101 observations, 44 recorded students using technology.
- Examples of ways technology was used as a production tool in the classrooms:
 - “Students used technology to complete a short response Warm-Up”
 - “The students' oral quiz consisted on saying a French vocabulary word when its image showed up on the computer screen. When a student got it wrong, the teacher told them to prepare themselves for round 2 (2nd opportunity for partial credit).”
 - “Chromebook math 180 software adjusts to students skill level”
 - “Students were allowed to use chromebooks in order to help organize and take notes as opposed to handwritten.”
 - “Students were asked to create a digital comic strip from what they learned during the lesson using vocabulary words.”
 - “Students were using technology and maps to work on an assignment.”
 - “Students are graphing the sine and cosine functions. They work in teams and had to go through the core problems on the e-book.”
 - “Students had to gather data on demand of any products and sales and analyze those sales and levels of demand.”
 - “Warm up - students were examining image, identifying principle of design as demonstrated in the slide, typing responses, discussing how it was used, giving suggestions as to how they'd do it differently. Then students shared out their responses.”
 - “Students are working in pairs with an ECG machine. They are taking turns being wired and running test. They are graphing their findings.”
 - “Students created a presentation on a geographic location using Slides based on a supplied rubric.” [sic]
 - “Students were working on assignments on Study Sync [online ELA curriculum] and HS Math. The assignments involved interpretation and analysis.”
 - “The students were doing work on their Chromebooks, and the teacher circulated and continually helped students who had questions or might not have understood individually.”
 - “Taking a quiz on “Quizzez” and participating in the class discussion about the results.”

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

Some teachers use daily quizzes to quickly assess and re-teach misconceptions or missing knowledge. Some classes are arranged with students in permanent mixed-ability groups so that students that need extra help can receive it from those who have shown success. The RTI model being implemented in multiple departments allows for both intervention and enrichment for students with different levels of success. Many of McNair's classes are a combination of either CP and non-CP students or CP and transition students. Some of these mixed classes receive different instruction and curriculum, others are graded on a different scale.

- English classes use leveled access handouts in StudySync to provide scaffolded support for English learners, low-level readers, and special education.
- Google Classroom is being used to provide supplemental materials and resources directly to certain students for the purpose of differentiated instruction.
- The reading level of many of our online textbooks can be adjusted down to be made more accessible to EL students and others who are uncomfortable reading at grade-level. Newsela can also adjust its reading level.
- Students in Reading Intervention and ELD classes meet with their teachers in small groups to receive tailored support according to their language and reading abilities.
- Students with IEPs receive support from special education teachers who coordinate with classroom teachers to ensure students are getting the modifications they require.

From classroom observations:

- Out of 101 observations, 64 observed differentiation strategies.
- Examples of differentiation observed in classrooms:
 - “Depending on the students’ proficiency, the teacher retaught or altered the instructions to benefit the students needs. The teacher would provide extra examples to give students multiple perspectives of possible solutions.”
 - “Aid and teacher were working one-on-one with students. Students were working independently at their own pace.”
 - “Teacher was asking different groups different leading questions. Groups had to let the teacher know when they were ready to move on.”
 - “The students were doing work on their Chromebooks, and the teacher circulated and continually helped students who had questions or might not have understood individually.”
 - “The teacher was checking for understanding by observing and questioning students about their activity.”
 - “Teacher is giving further explanation to students who are struggling.”
 - “One-on-one instruction, small group interaction, partner teaching, and peer learning.”

- “Instructor was giving additional instruction to students while providing variations for more skilled students.”
- “The teacher was checking in with groups, working through answers with individuals, asking deeper questions depending on what groups have already come up with.”
- “Students were asked to read aloud, the class para would sit with struggling students to help them decode a shorter section to read aloud.”
- “Peer explanation on a concept.”
- “Students work in small group, small-group instruction, hands on activity.”
- “RTI--some students to receive enrichment in other room.”

D. Standards-Based Student Learning: Assessment and Accountability

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

Since the 2010 WASC report, there was less of a schoolwide directive regarding disaggregated data. With the focus on Response to Intervention, McNair has been honing in on how to identify individuals, instead of groups of students, in need of intervention. With the help of the Office of Civil Rights, McNair has continued to disaggregate disciplinary data in an attempt to ensure more fair discipline, however that has not focused on assessments. The teacher group that worked on this section had questions and debates over the wording of this directive: whether it was about a disagreement between what was reported and what was observed or whether it was a directive to disaggregate more assessment results on a day-to-day and class-to-class basis. If the latter, OCR felt we need more guidance as to how to marry that practice with our goal of individualized intervention. However, most teachers in the self-study group agreed that, as reported in our probationary report, there has been little focus on per-group assessment results since the STAR tests went away, and that many departments do not look at results disaggregated by student group, and are unclear if this is to be done on a per-teacher or per-department, or schoolwide, basis. Many teachers have not seen CAASPP results disaggregated in the same way that STAR results used to be.

- In the Social Science department, when STAR testing and state standards were in place, the department had benchmark exams that disaggregated results. Teachers often looked at disaggregated STAR results, and occasionally looked at disaggregated benchmark data, but it was not done on a regular basis. Once McNair teachers were no longer focusing on the STAR test, and once the district stopped using districtwide benchmarks, McNair began to develop its own objectives and pacing, and developed common summative assessments. Since the last WASC visit, the state has created a new social science framework. This year, McNair received its first new textbooks since 2006, and has spent a good portion of Common Planning Time this year updating tests to align with the new framework and Common Core principles, such as more response to stimuli. Most summative tests are currently given across all of the classes on a specific day or two. These summative tests are programmed into IlluminatEd in order to be analyzed on a teacher-by-teacher and subject-by-subject. IlluminatEd gives us the option to break down results by race, ethnicity, gender, or socio-economic status, but at this point the department has not done so. The focus, per the RTI process, has been to determine which teachers and students are having success with which objectives, and have not been looking at results by group.
 - **Evidence:** Common Assessment Data, [Social Science PLC](#)
- Previously, the English Department has been administering the CELDT with the English Learner (EL) coordinator to determine English language proficiency. McNair is now using the same process, except the ELPAC has replaced the CELDT, as mandated by law. This data is then evaluated in order to determine the placement of students in ELA classes. There

are three possible options for placement of students, depending on ELPAC results: READ 180, ELA Support, and College Preparatory. This process will continue as is.

- **Evidence:** CELDT and ELPAC Data
- At the time of the last WASC visit, the math department had common summative assessments in the form of Final Exams. The Math Department has since completed common Chapter/Unit assessments, which are also summative in nature. These assessments are made available to teachers via the Math Department Google Classroom. All of the final exams and some of the Chapter/Unit assessments are now on Illuminate (our testing software), which allows teachers to pull disaggregated data. The math teachers currently review Illuminate reports, by course, to look for strengths, weaknesses, and areas of concerns. The department will continue to look for better ways to utilize these reports.
 - **Evidence:** Math Common Assessments
- The English Department is in the early stages of using disaggregated data. The English department is still in the process of analyzing our common formative assessments and how to use this data to drive instruction. ELA teachers believe that they would benefit from training on how to effectively disaggregate data and apply it to planning of instruction.
 - **Evidence:** English Benchmarks
- In the Science Department, disaggregated data was used from state tests, but not classrooms, to assess learning. Performance on formative and summative assessments are examined but the information is not broken down by demographic or special groups. Both the chemistry and biology PLCs are looking to work toward creating more common formative assessments and to adjust teaching strategies based on trends in performance gaps.
 - **Evidence:** [Science Assessments](#)

2. Further development and implementation of common formative assessments and the articulation of which standards are being addressed is being completed in all departments.

Most of the core departments at McNair High School have developed common summative assessments as part of our PLC and RTI processes. However, many are still in the process of creating more regular common formative assessments. One of the barriers to common formative assessments is the speed of the 4x4 schedule. The RTI model envisions intervention based on common formative assessments on a weekly basis, which would need to be twice-weekly on the 4x4 model. Many teachers have formative assessments that are both subjective and objective in nature, such as daily quizzes. However, the ability to collaborate this data on a continual basis is hampered by collaboration once a week, which correlates to only seven or eight meetings per semester (discounting the first week, when data is not yet available and the day before finals).

- The Social Science department has spent a large portion of their Common Planning Time over the past few years aligning calendars, ensuring that all of the teachers of a specific subject finish units within a day or two of each other. The Social Science Department has been working on common summative assessments, with the intention of giving these common assessments within a day of each other. At this point, the department does not have common formative assessments, and the department has allowed teachers some autonomy in how they organize and teach the individual lessons in each unit. At times in the past, some of classes have created common projects. Over the first two terms of this school year, the department teams have tried variations on the quests provided by our new textbook, often within a day or two of each other. However, these assessments still are often summative in nature. Some teachers provide daily quizzes to inform instruction, others do not. At this point, many of the formative assessments are subjective, and each teacher has their own basis for determining which students are assigned intervention. Social Science teachers would like to come up with more objective data to assess on a continuous basis in correlation with the RTI process.
 - **Evidence:** Social Science Common Assessments
- The Math Department has identified standards/essentials by class on the Math Department Google classroom. The High School Math A course has developed and implemented weekly common formative assessments. This data is reviewed regularly during weekly CPT. The department also has weekly common formative assessments for the High School Math course. These results are used to develop our RTI pilot program. The teachers administer the assessments on Fridays. On the following Wednesdays, the students are broken into enrichment and intervention groups, based on the results. Teachers, on their prep periods pull out the enrichment students, while the classroom teacher works with the intervention students. The assessments, results, and lessons are available on the Math Department Google Classroom. The other courses also have common formative assessments, to various degrees of completion. The Math Department focus so far this year has been on the High School Math course and making sure all information is easily available online. The plan is to continue this work with more courses starting Spring Semester. The Math Department will continue this until it has completed all of the assessments and made them available online to all math teachers.
 - **Evidence:** [Math Evidence](#)
- The English Department has created a number of common formative assessments: The 11th/12th grade curricular group has collaborated on norming the literary response essay by using a 4-point proficiency scale, the 9th/10th grade curricular group has been consistently using the 4-point proficiency scale for assessing writing and providing feedback to students, and the Read 180 curricular group has collaborated on administering short common formative assessments, writing assignments, and workshop assessments. Teachers have created common rubrics

for different types of writing assignments in READ 180 and compared student work.

- **Evidence:** [English Evidence](#)
- In the science department, formative assessments are in the developmental stages, but results were not consistently available in time to use in guiding instruction among teachers. Science teachers are in the process of creating common formative assessments that give real-time data to inform teaching within a class and drive decisions on whether to re-teach or go forward. Biology currently has common curriculum, lessons, assessments, and rubrics, that are being refined to address the Next Generations Science Standards (NGSS). Chemistry currently gathers data from common formative assessments, and is trying to examine it on a more regular basis.
 - **Evidence:** [Science Evidence](#)
- The VAPA and World Languages Departments have started using CPT to create common assessments. World Languages has common summative assessment, but does not have common formative assessments. VAPA uses common formative assessments for the foundations of art education, which are tied into the state standards. They are trying to determine the best use of data in assessing learning and informing future instruction, and to implement an RTI process, including designing lessons to help students with gaps in specific standards.
 - **Evidence:** World Language Common Formative Assessments, VAPA Common Formative Assessments
- In the severely handicapped subgroup, students are assessed annually and triennially to determine their present levels and areas of strength using standardized assessment called the "Brigance". Students are provided access to the district provided curriculum, "Attainment", which allows teachers to select the appropriate lessons based on their identified strengths and learning outcomes as determined by formative assessments. Teachers provide instruction and a supplementary curriculum, "News-2-You", to increase background knowledge and acquire new skills.
 - **Evidence:** Student IEPs

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

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

- In past efforts to communicate with parents, the staff at McNair has used phone calls home, required parent signatures on syllabi and have bi-quarterly progress reports. In recent discussions with parents, it was revealed that parents are frustrated that they do not have an easy means of communicating with teachers. While many teachers consistently reach out to parents via email and phone calls, McNair teachers are determined to find new ways to ensure that parents feel like a part of the school's community. For example, many sports teams and clubs have created instagram accounts to keep students and parents informed. These groups include but are not limited to: cheerleading, yearbook, AVID, cross country, track, Key Club, and the McNair High School and LUSD Instagram accounts.
 - **Evidence:** McNair Parent Survey
- The staff at McNair has implemented a schoolwide Remind account where it can integrate Aeries while calling, emailing or texting parents instantaneously. Some goals we have to improve communication with parents are to host community events where teachers can mingle with parents and students. For example, McNair currently has a program called coffee with counselors. The staff also believes that it would be beneficial if they could receive weekly video updates from our Principal with important announcements for parents. Currently, student government team has been creating weekly videos to encourage students to be safe, organized, accountable, and responsible on campus.
 - **Evidence:** [Student Government Videos](#)
- McNair Staff members have realized that the school website needs to be parent friendly and contain an updated calendar where parents can easily go to stay updated on school-wide and district-wide events. Parents have also expressed their concerns that the "Parent Tab" on the McNair website should reflect information that is important to the parents. Staff members feel the need to set up a structure to gather important information for the school website and social media that will apply to staff, faculty, parents, and students. However, the school district blocks access to most social media platforms from school computers or phones connected to the district wi-fi.
 - **Evidence:** [McNair Website](#)

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

- In the past, McNair had a system for tardies where students were assigned to Saturday school when they are tardy. Failure to serve a Saturday school would result in a suspension. This practice ended during the 2016-2017 school year. Students were also given Saturday school for behaviors that may or may not have warranted that level of consequence. Again, failure to serve Saturday school would result in an out of school suspension. Beginning in 2016-2017, McNair High School has worked to implement and develop a PBIS program on campus intervention in order to deter students from improper school behavior and encourage positive behavior. Teachers are now able to track student behavior in Aeries in order to document when, where, why, and how the behavior occurred. This gives administration and other teachers the opportunity to see how often the behavior occurs. McNair administration started a new tardy policy this year where students receive a tardy intervention for having more than two tardies in one week. The second week, they go to an hour-long tardy intervention and if they are tardy three weeks in a row, the students are given a slip to take to each teacher to track behavior and tardies. On the other hand, students who receive no tardies in a single week have the opportunity to win a prize in their fourth period class.
 - **Evidence:** Schoolwide Positive Behavior Expectations Matrix, Tardy Policy, Discipline Data

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

- The new administrative team at McNair High School has made communication a priority. Every Monday the principal sends an e-mail to all staff discussing the events for the week and highlighting key events that may affect the school as well as highlighting accomplishments by different staff members. The principal maintains an open-door policy and encourages the rest of the administrative staff to do the same.
 - **Evidence:** Weekly EMail, Open Door Policy
- In an effort to address the communication issues between the administrative staff and the office staff, meetings are regularly scheduled. During the 2017-2018 school year there was an attempt to schedule monthly meetings. During the first half of the 2018-2019 school year the meetings were scheduled quarterly. Prior to each meeting an email is sent to the office staff requesting items for the meeting's agenda. Members of the office staff are encouraged to bring any concerns to the administrative team so that they may be addressed immediately.
 - **Evidence:** Weekly EMail, Office Staff Meeting Agendas

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

- The staff at McNair High School have made efforts to improve the process for gathering student input regarding important issues facing the school. During the spring of 2017 student input was solicited to assist in the revision of the school-wide positive behavior expectations. Many students and staff members expressed concern that the previous schoolwide positive behavior expectations did not reflect the the feelings of the school community. Student forums were held for the purpose of gathering input for the revised positive behavior expectations.
 - **Evidence:** Schoolwide Positive Behavior Expectation Matrix, Sign In Sheets from Student Forums
- During the opening of the 2017-2018 school year, a student survey was developed to gather input from students regarding the discipline policies and procedures. Students were shown a presentation and were then asked to complete a survey. The survey was designed to gauge the student's level of understanding of the policies and procedures regarding discipline. Students were also asked how they would improve discipline at McNair.
 - **Evidence:** Student Discipline Survey
- In the fall of the 2017-2018 school year there was an initiative to revise the student dress code for McNair High School. A student forum was held in the winter of 2018 to gather input regarding a new dress code. The student input, along with information gathered from from a parent forum and input from the staff was used to develop a dress code that aligned with district policy and reflected the input given by students and parents.
 - **Evidence:** Sign in Sheets from Parent Forum and Student Forum, Updated Dress Code
- In late 2018, the reward and recognition piece of McNair's PBIS program was implemented. Students had the opportunity to earn "Eagle Bills" for demonstrating their ability to "S.O.A.R." (Be Safe, Organized, Accountable and Respectful). Students are able to spend their Eagle Bills like money at the S.O.A.R Store. Students are also able to submit their Eagle Bills into monthly drawings for prizes. Student input has been solicited as the PBIS leaders have worked to find appropriate rewards that students would want.
 - **Evidence:** Eagle Bills, S.O.A.R. Store

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

- During the 2017-2018 and 2018-2019 school years, the budget allocation for athletics was between 6% and 7% of the McNair High School's general fund. During discussions with parents there was a belief that certain programs, including aquatics, have not received equal funding in the past. The athletic director provided information regarding uniform purchases for each team. The athletic department has created a three year cycle for new uniform purchases. In this cycle each team will receive new uniforms every three years. The tennis, badminton and swimming are provided with "disposables" (T-Shirts and Swim Caps) each year. McNair will compete in Stunt Cheer and Men's Volleyball during the spring of 2019. These teams will require uniforms. McNair has also been able to offer Girls 9th grade basketball during the Winter of 2018-2019, this required the purchase of uniforms as well.
 - **Evidence:** Athletic Budget, Title I Meeting Minutes
- Discussions with parents and coaches revealed that there were also concerns regarding transportation or lack thereof for students athletes. During the 2017-2018 and 2018-2019 school years the issues with transportation have not been from a lack of funding but a lack of available drivers for district school busses. Lodi Unified School District is currently facing a severe shortage of bus drivers. As a result, the district has been unable to provide drivers for athletic events or any other event that was not part of the daily bus schedule for student transportation to and from school. In the spring of 2018 McNair High School acquired two passenger vans. The vans were purchased to provide transportation for student athletes and to help ease the burden on the district's transportation department. In addition, beginning in the fall of 2018 the district's transportation department assisted McNair High School, and other school sites in arranging for charter busses when district busses and drivers were not available. Lodi Unified School district is currently examining additional means to address the issues with transportation. This may include the purchase of additional passenger vans for school sites and the cross-training of classified personnel as bus drivers.
 - **Evidence:** School Activity Vans

Schoolwide Critical Areas for Follow-Up

1. Maintain the weekly collaboration time for PLCs.

During the spring of 2018 the staff at McNair voted to maintain weekly Common Planning Time.

2. Revise course benchmarks.

Course benchmarks in Math and English/Language Arts have been revised and/or revamped to align with the new curriculum. The Math and English/Language Arts departments have also worked to develop additional common assessments. This will allow them to identify the needs of the students and provided targeted intervention earlier.

3. Continue to provide behavioral and academic interventions

The staff at McNair has worked, and continues to work to provide behavioral and academic interventions that are targeted and timely. Those efforts are detailed in this probationary report.

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

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

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

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

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

Ronald E. McNair eleventh grade students completed the California Assessment of Student Performance and Progress (CAASPP) test during the 2017-2018 school year. This test comprised of two Mathematics sub tests, two English Language Arts (ELA) sub tests, and a Science test, which twelfth grade students also completed. Results show that students decreased in the percentage standard met from the previous year in both Mathematics and ELA.

Mathematics

- 2017-2018 21% Standards Met (11% lower than the District average)
- 2016-2017 26% Standards Met (6% lower than the District average)
- 2015-2016 19% Standards Met (11% lower than the District average)
- 2014-2015 20% Standards Met (8% lower than the District average)

English Language Arts

- 2017-2018 40% Standards Met (3% lower than the District average)
- 2016-2017 55% Standards Met (13% higher than the District average)
- 2015-2016 48% Standards Met (8% higher than the District average)
- 2014-2015 45% Standards Met (8% higher than the District average)

The percentage of Ronald E. McNair graduates meeting UC/CSU a-g requirements is as follows:

- 2017-2018 32.2% (approximately 0.01% lower than the District average)
- 2016-2017 38.4% (approximately 5.6% higher than the District average)
- 2015-2016 38.8%
- 2014-2015 16.9%

Ronald E McNair ninth-twelfth grade students designated as English Learners also completed the English Language Proficiency Assessments for California (ELPAC) test during the 2017-2018 school year, which replaced the California English Language Development Test (CELDT).

- 2017-2018
23.79% of students Level 4
17.62% of students Level 3
32.16% of students Level 2
26.43% of students Level 1
- 2016-2017
8% of students Advanced
40% of students Early Advanced
26% of students Intermediate
13% of students Early Intermediate
13% of students Beginner
- 2015-2016
15% of students Advanced
41% of students Early Advanced
21% of students Intermediate
10% of students Early Intermediate
13% of students Beginner

English Learner Reclassification rates are as follows:

- 2017-2018 13.56% of EL students reclassified (43 students)
- 2016-2017 19.44% of EL students reclassified (76 students)
- 2015-2016 16.16% of EL students reclassified (64 students)
- 2014-2015 11.48% of EL students reclassified (42 students)

Incoming students to Ronald E. McNair who are new to Lodi Unified School District are given a Reading Inventory test and a Math Inventory test to determine proper placement in English and Math classes. Although no post test is given, students are given the Reading Inventory throughout the year to verify proper placement. Additionally, all students are given the Reading Inventory at the beginning of their year in their English classes to verify proper placement.

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Reading Inventory data for students new to Ronald E. McNair so far this school year is as follows:

- *9th grade- 91 total students (81 tested)---Average Lexile Score 865
- *10th grade-41 total students (39 tested)---Average Lexile Score 897
- *11th grade-28 total students (all tested)---Average Lexile Score 1007
- *12th grade-17 total students (16 tested)---Average Lexile Score 1010

Students who were inactive and without data account for the discrepancy between the total number of students and those who were tested. Results of the Reading Inventory scores were averaged for each of the grade levels. The district has provided a chart with Year-End Lexiles for each grade level.

District-Set Year-End Lexiles for Each Grade Level

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
9th	BR-770	771-875	876-1040	1041-1195	1196-1700
10th	BR-770	771-905	906-1080	1081-1215	1216-1700
11th	BR-850	851-970	971-1125	1126-1665	1666-1700
12th	BR-855	856-975	976-980	981-1270	1271-1700

*BR—Beginning Reader

Based on the above chart, 9th and 10th graders average in the Below Basic range, 11th graders average in the Basic range, and 12th graders average in the Proficient range. Support classes for students who are below basic, as well as for English Learners, is provided for students at Ronald E. McNair.

Data for Math and English/Languages Arts Benchmarks is shared regularly with department chairs as is grade data. This includes the percentage of students who earn Ds or Fs in their classes. A link to the data can be found below.

[Grade and Benchmark Data for 2017-2018](#)

A Ronald E. McNair High School Profile is created every year to assist students with their college applications. A link to the 2017-2018 profile is below.

https://docs.google.com/document/d/1sHb_oZdxYkh76I2QPk0QNOCqW_qPvRsmlStzSWdLFo8/edit

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

While the rest of the school district does monthly PLC meetings, the staff at McNair has consistently voted to make our CPT a weekly meeting. With the exception of 2010-2011 year, where McNair changed to match the district, McNair departments have had weekly PLC meetings. Staff members vote to keep this on a yearly basis, and every year the vote to keep it is well above the 80% threshold. For the 2018-19 year, the vote to retain weekly PLC outperformed the vote to retain brunch for the first time, indicating that the teachers support weekly collaboration, despite the fact that the PLC Leadership team itself is dealing with a substantial amount of turnover this year.

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

As an example, in the social science department, the RTI time in world history and geography is scheduled for every Thursday, so that the teachers can use the CPT time on Wednesday to identify which students need intervention and why. If PLC time was done monthly, these teachers would have to do it on their own time and would have less cohesion from one class to the next.

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

McNair High School began the 2017-2018 school year with new administrative team with one exception, an assistant principal who was hired during the fall semester of 2017. The principal who had held the position for 11 years transferred, the vice-principal and one of the assistant principals left the district for administrative jobs in other districts. The new administrative team made communication with all stakeholders a priority.

During the first half of the 2018/19 school year a survey was created and distributed to all parents and guardians. Two of the questions from the survey addressed communication. The first questions asked parents and guardians how they received information, The responses included:

- 65% of respondents indicated that they received information via the automated phone system and word of mouth from students and other parents.
- 11% of respondents indicated that they received information from newsletters and/or the marque.
- 8% of respondents indicated that they received information from McNair's website.

The second question asked parents and guardians how they would like to receive information. The responses included:

- 78% indicated that they would like to receive information via the automated phone system.
- 56% indicated that they would like to receive information via text message.
- 45% indicated that they would like to receive information from different social media platforms.
- 39% indicated that they would like to receive information from McNair's website.
- 11% indicated that they would like to receive information from newsletters mailed to their residence.

There are ongoing efforts to improve communication with students and their parents and guardians. The administrative and the counseling staff utilize the Blackboard Connect automated phone system to inform students, parents and guardians of upcoming events. McNair's website is regularly updated with information regarding school events and athletics and the marquee is used to keep everybody who drives by the school informed and newsletters have been sent home periodically. Also, all parents, guardians and staff members are invited to school site council meetings.

In late 2018 Lodi Unified provided all school sites with tools that will improve communication between schools and the community. The district now uses Peachjar, an online service that allows schools to create and distribute newsletters electronically. Peachjar makes all flyers ADA compliant and will allow them to be e-mailed and posted on the website. The district also upgraded the Blackboard Connect automated phone system. The upgraded system will allow parents, guardians and staff members to receive text messages. Finally, the district has developed a smartphone application. Once downloaded, community members will have the ability to receive updates from the district as well as any school they choose. The mobile application went live in December 28 of 2018.

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

McNair has weekly dedicated collaboration time, used for PLC work that is strongly supported by the McNair Administration, PLC Leadership and teachers in general. This collaboration among peers is supported by administration and district level coaches. McNair utilizes instructional coach support for subject matter and also the instructional coach that supports use of instructional technology. McNair has increased the number of Promethean boards in classrooms and provided training on their use via the instructional technology coach and a trainer provided by manufacturer.

In the 101 classroom snapshots 44 noted technology use. Examples of ways technology was used as a production tool in the classrooms:

- “Students used technology to complete a short response Warm-Up”
- “The students' oral quiz consisted on saying a French vocabulary word when its image showed up on the computer screen. When a student got it wrong, the teacher told them to prepare themselves for round 2 (2nd opportunity for partial credit).”
- “Chromebook math 180 software adjusts to students skill level”
- “Students were allowed to use chromebooks in order to help organize and take notes as opposed to handwritten.”
- “Students were asked to create a digital comic strip from what they learned during the lesson using vocabulary words.”
- “Students were using technology and maps to work on an assignment.”
- “Students are graphing the sine and cosine functions. They work in teams and had to go through the core problems on the e-book.”
- “Students had to gather data on demand of any products and sales and analyze those sales and levels of demand.”
- “Warm up - students were examining image, identifying principle of design as demonstrated in the slide, typing responses, discussing how it was used, giving suggestions as to how they'd do it differently. Then students shared out their responses.”
- “Students are working in pairs with an ECG machine. They are taking turns being wired and running test. They are graphing their findings.”
- “Students created a presentation on a geographic location using Slides based on a supplied rubric.” [sic]
- “Students were working on assignments on Study Sync [online ELA curriculum] and HS Math. The assignments involved interpretation and analysis.”
- “The students were doing work on their Chromebooks, and the teacher circulated and continually helped students who had questions or might not have understood individually.”
- “Taking a quiz on “Quizzez” and participating in the class discussion about the results.”

Next year McNair will go from a one to one chromebook to student ratio in the classroom for all core and select elective subjects to a one to one chromebook assigned to each student to use for the entire school day and also to have for after school use. Both the Math and ELA adoptions have strong technology components to build Common Core Standards skill. Additionally teachers use google classroom and the google apps for education suite to build online collaboration, research, critical thinking and problem solving skills. Using these online instructional tools, teachers allow students to do group research, have group discussion and even write together on a group paper electronically, even if they cannot physically meet.

Chapter V: Schoolwide Action Plan

- A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Goal 1: Continue to effectively use weekly collaboration time to develop and implement Professional Learning Communities. Continue to use a common shared form during collaboration time to record meeting goals, agenda, notes, comments, and actions.

Rationale and Critical Need: Self-Study findings indicate a need to continue to grow as a Professional Learning Community. Using the Professional Learning Community model puts all staff members on the same page in terms of mission, vision, values, norms, collective commitments, common goals, common assessments, common grading, and best practices. With the entire staff developing as a Professional Learning Community, McNair students should achieve targeted learning outcomes. To hold each other accountable for using this model, teachers voted to use a common, shared form to take notes and record minutes during common planning time. Teachers agree that student achievement and learning drives the work of the entire McNair staff. Stakeholders agree that disaggregated data on students performance should continuously be used to verify student learning and identify areas of strength and weakness. Working together to identify what works best with McNair students, teachers will ultimately develop best practices for effective first teaching and student learning.

Growth Targets:

- All curricular areas will be proficient in using a common, shared form during common planning time by December of 2017.
- Administrators and department chairs will regularly provide feedback to curricular teams through the use of this common form or by meeting in person.
- All staff members will be familiar with and utilize the PLC process.

Monitor Progress Tools: Department chairs and administrators will continue to provide feedback to curricular-area teams on progress toward establishing norms, determining essentials, crafting common assessments, establishing common grading practices, evaluating common assessments, and establishing best practices. This feedback can be provided in person or on the common agenda form used during CPT.

Tasks	Responsible Person(s) Involved	Professional Development /Resources	Means to Assess Improvement	Timeline	Reporting
<p>1.1 All staff will continue to use the established form to guide and track student progress and progress in each curricular area.</p> <p>1.1.1 CPT activities will be based upon the 3 big ideas and 4 critical questions of a highly functioning PLC.</p>	Lead Team Admin Dept. Chairs Curr. Leads	<p>Release time for training of Curricular Leads.</p> <p>Release time for individual curricular areas.</p> <p>Release time for DC's.</p>	Completed CPT forms with comments from DC's and Admin.	Ongoing	Completed CPT forms DC meetings, Admin. meetings

Changes since 2017 Self-Study and Visit

During the 2017-2018 school the role of “lead” team that had been in place for several years was changed. The “lead” team transitioned to the Response to Intervention Team (RTI) team. The new RTI team expanded their membership and focused on the development of a viable Response to intervention program for McNair High School. The RTI met with a consultant from Solution Tree and as a group on several occasions over the course of the 2017-2018 school year. The RTI split into three main groups; Identifying Students and Needs, Parent/Student Involvement and School Models and Schedules. The RTI team presented to the faculty twice in the spring of 2018. At the beginning of the 2018-2019 school year every department was given the opportunity to develop and implement a pilot Response to Intervention Program. Currently, the Math, Social Science and World Language departments are providing intervention within the school day on a weekly basis. The Physical Education department has implemented RTI on a limited Basis and the English, Science and VAPA departments have yet to offer structured intervention within the school day,

During the 2017-2018 school year there was an effort made by the new administration to expand the “lead” team for the purpose of giving more of a voice to all stakeholders on campus. While the “lead” team’s focus was shifted to RTI, a leadership team was created. The leadership team included all department chairs, the lead counselor, the athletic director, and the leader of the LINK Crew, the Student Activities advisor, the Conflict Mediation Teacher, the AVID coordinator and the coordinator for the Health Careers Academy. The new Leadership Team was finalized at the beginning of the 2018-2019 school year.

Revisions Following 2017 Self-Study and Visit

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Expand the leadership team to include not only department chairs but other staff who hold an important leadership role on campus.	Principal Department Chairs Staff in Key Leadership Roles	Continued Weekly Common Planning Time Professional Development Days Before Start of School Year	Principal Leadership Survey Participation in Leadership Team Meetings	Beginning August 2017-Present	Leadership Team Agenda’s
Shift the role of the “lead” team to the Response to Intervention” (RTI) team. Develop a viable RTI program for McNair High School.	Principal RTI Team	Title 1 funds have been used, and will continue to be used to support staff as they work to develop a viable RTI program. This includes, but is not limited to release time, bringing in consultants and sending staff members to conferences.	Grade data from classes that have provided intervention within the school day. Benchmark Data CAASPP Data	Beginning August 2017-Present	RTI Team Agenda Single Plan for Student Achievement

Goal 2: Since all core curriculum has recently changed, is changing, or will change, McNair teachers will continue to revise and improve benchmark exams as well as common formative assessments. Continue to examine standardized test results (benchmark exams, CAASPP), as well as common formative assessment results to inform instruction and facilitate best practices. Continue to align common formative assessments to common essentials within subject areas. Continue to develop common grading practices within subject areas.

Rationale and Critical Need: Self-Study findings indicate a need to continuously revise and improve all common assessments. Revising and improving common assessments is part of the PLC process, and will be ongoing. These revisions and improvements are for the purpose of improving student learning targets as assessed on the CAASPP, district benchmark, and/or common formative assessment scores. Standardized test results will continuously be made available so that teachers may analyze areas for growth. Teachers agree upon common essentials within curricular areas so that all students within a subject area learn the same requisite skills. Teachers continuously work to norm their grading practices so that students have consistent grading across teachers within subject-areas.

Growth Targets:

- 90% of all students will pass their English class with a grade of D or better.
- Juniors will raise their CAASPP in English Language Arts by 3% to a total of 51% proficient on the CAASPP Exam.
- 80% of all Integrated Math 1 Students 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, and Math 180 Course 2 students will pass the class with a D or better.
- Math CAASPP scores will rise by 3%.
- Student will achieve growth targets on formative assessments as determined in each individual department. These growth targets apply especially to elective courses where standardized testing is not a major focus (Visual and Performing Arts, Physical Education etc.).
- 75% of all curricular areas will regularly use common formative assessments at least three times per month by December of 2017

Monitor Progress Tools: Teachers will continue to receive results of and analyze results from CAASPP, district benchmark, and/or common formative assessments. Teachers will use those results to make decisions on instructional practices (lesson delivery, assessment, pacing, etc.).

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
2.1 All curricular areas will continue to develop common formative assessments	Lead Team Admin Curr. Leads	Release time for teachers to develop pacing guides aligned to the 4x4 block,, common formative assessments, benchmarks	SBA Scores Results from Illuminate Ed. Common formative assessment results	Ongoing	Lead Team Admin DC's Curr. Leads
2.1.1 All core areas will identify essential standards within their curricular areas.	Teachers DC's	Access to conferences on PLC's, common formative assessments, cooperative learning, making the grade, and any other appropriate conference.	Common pacing guides Identified essential standards		Teachers CPT Form
2.1.2 Curricular areas will continue to develop common pacing guides and common assessments		Trainings on Illuminate Ed, technology, SBA.			
2.1.3 Curricular area teachers will continue to identify areas of strength and weaknesses. Teachers will develop new strategies and lessons to improve those areas of weakness. Best practices will be identified and commonly used by all members of the curricular area.		Structured collaboration time			

Changes since 2017 Self-Study and Visit

The Science, Math and Social Science departments have developed and administered many common formative assessments. Department members continue to meet weekly during common planning time to examine data for the purpose of driving future instruction. Teachers from the math and social science departments have begun to use the data from their common assessments to determine which students are in need of intervention during the school day. This is part of McNair High School's focus on developing a viable Response to Intervention Program. The Math department is currently focusing on intervention in the High School Math classes while the Social

Science department is focusing on intervention in World History and World Geography classes. The English department has identified essential standards and has begun to develop common formative assessments. Beginning in the 2016-2017 school year the district adopted new English/Language Arts curriculum. The new curriculum, Studysync, is aligned to the Common Core State Standards and is mostly technology based. Studysync contains many common assessments, including quarterly benchmark assessments.

The Math and Science departments have identified essential standards within their curricular areas. By the end of the 2017-2018 school year the Social Science Department had identified essential standards for the existing California State Standards for Social Science. Lodi Unified adopted new social science curriculum at the beginning of the 2018-2019 school year. Consequently members of the Social Science department have been working to refine the identified essential standards and adjust the existing common formative assessments to better address the new curriculum.

The Math and Science departments have created common pacing guides and have developed many common assessments. The Math department is currently using the results of those common assessments to provide targeted intervention within the school day for High School Math classes. The Social Science department is the process of adjusting the pacing guides for each curricular area to match the new curriculum that was adopted at the beginning of the 2018-2019 school year. The Studysync curriculum used by the English/Language Arts classes included pacing guides for each grade level. During the 2016-2017 school year English teachers were expected to implement the Studysync curriculum with fidelity. As a result the pacing guides were laid out for each course. During the 2017-2018 school and continuing this year English/Language Arts teachers have worked to make adjustments to the pacing guides within Studysync to better address the needs of students at McNair High School. The English/Language Arts department has identified the essential standards and have made adjustments to the pacing guides, teachers are continuing to develop common assessments.

Teachers at McNair High School have met during weekly collaboration time to instruction and best practices. Many teachers have taken part in professional development provided by the district as well professional development provided by outside agencies that focused on instruction. During the first half of the 2018-2019 school year teachers engaged in classroom observations. An instrument was developed to capture a snapshot of what was happening in a classroom at any given time. One of the purposes of these classroom visits was to identify strengths as well areas for growth for classroom instruction.

Ronald E. McNair High School ACS WASC Progress Report

Revisions Following 2017 Self-Study and Visit

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Provide professional development that focuses on block scheduling	Principal Vice Principal	Contract with outside consultants who are knowledgeable about the block schedule, find conferences that focus on teaching on a block or a combination of the two. Title 1 funds will be used.	Perform peer to peer classroom observations and use the instrument to capture a snapshot of what is happening in classrooms.	July of 2019 and throughout the 2019-2020 school year.	Results of the 2019-2020 classroom observation snapshots will be compared to the results of the 2018-2019 classroom observation snapshots.
The Science department will develop common assessments that are aligned to the Next Generation Science Standards	Science Department Curricular Leads	Release time and/or adjunct pay will be provided to science teachers for the purpose of creating common assessments that are aligned to the NGSS	Implementation of common assessments related to the NGSS.	January 2019-July 2019	Student performance on common assessments. Student performance on the California Science Test.
Social Science department will revise the pacing guides for each curricular area and, if necessary the existing common	Social Science Department Curricular Leads	Release time and/or adjunct pay will be provided to social science teachers for the purpose of revising pacing guides and creating common	Revised pacing guides and common assessments	July 2018-Ongoing	Updated Pacing Guide Revised Common Assessments Student Performance on Revised Assessments

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assessments to match the new curriculum adoption that was implemented in July of 2018		assessments that are aligned to the new curriculum that was adopted in July of 2018.			
English department will continue to revise pacing guides and develop common assessments	English Department Curricular Leads	Release time and/or adjunct pay will be provided to social science teachers for the purpose of revising pacing guides and creating common assessments that are aligned to the new curriculum that was adopted in July of 2018	Revised pacing guides and common assessments	July 2017-Ongoing	Updated Pacing Guide Revised Common Assessments Student Performance on Revised Assessments Student Performance on ELA Portion of the CAASPP

Goal 3: McNair HS will continue to provide behavioral and academic interventions. As a behavioral intervention, McNair stakeholders will continue the schoolwide implementation of Positive Behavioral Interventions and Supports (PBIS) to facilitate better classroom behavior and to decrease the number of suspensions and expulsions. As an academic intervention, McNair stakeholders will begin exploring a schoolwide Response to Intervention (RTI) plan beginning with a common set of interventions to be implemented in individual classrooms.

Rationale and Critical Need: Due to Lodi Unified School District being under and Office of Civil Rights resolution, stakeholders have agreed to better address proportionality of discipline and behavioral issues. Addressing proportionality of discipline and behavioral issues is an ongoing process at McNair High School, and stakeholders have agreed to utilize Positive Behavior Interventions and Supports (PBIS). PBIS has been adopted district-wide and has been shown to have a positive effect on student behavior. Staff members will use PBIS in classrooms, the discipline office, and counseling office to facilitate better student behavior. Aside from behavioral interventions, some students also require academic interventions. Teachers have agreed to begin exploring a schoolwide method for addressing students who further need to develop the will or the

skill to succeed at McNair High School. McNair staff believes that having a Response to Intervention system in place is one of the hallmarks of being a Professional Learning Community.

Growth Targets:

- 100% of staff members will use PBIS strategies when disciplining students.
- By August of 2018, teachers will have in place a common set of student behavioral expectations to ensure all students are being treated in an equitable and similar manner.
- Teachers will review all discipline data by ethnicity and gender to ensure that no one group is being singled out more for disciplinary infractions than others.
- McNair High School will see a year-to-year decrease in disciplinary referrals, suspensions, and expulsions.
- Staff members will adopt a strategy/model for RTI in the classroom.
- The proportion of McNair students with at least one F grade will be less than 15%. These students with at least one F grade will be targeted for intervention.
- RTI system in place by August of 2020 or staff members will adopt a model for RTI in the classroom.

Monitor Progress Tools: Staff members will monitor progress towards implementing PBIS by reviewing data on number of referrals, suspensions, and expulsions. This data, along with PBIS information and strategies will be shared at staff meetings. Staff members will agree upon an RTI strategy/model to implement in individual classrooms. The proportion of students with at least one F grade will be monitored throughout the year and shared at staff meetings and/or over e-mail.

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
3.1 The PBIS team will continue to meet 1 or 2 times per month to coordinate and evaluate our school culture and climate.	PBIS Team (McNair already has two PBIS teams) Admin Staff Students	District trainings Site Trainings Conferences Trainings began last year and are ongoing. Some trainings are at the District Office	# of suspensions # of expulsions # of referrals Attendance (All the above will be disaggregated by gender and ethnicity)	Ongoing During Term 2 of the 2017/17 school year Ongoing	District Office Admin Staff Parents Students Dist. Ofc Admin Staff Parents Students Admin PBIS Team
3.1.1 The PBIS team will introduce, gain feedback from students and staff regarding behavioral expectations school-wide and in the classroom.	PBIS Team Designated Staff	Trainings at the District Office are facilitated by the Coordinator of	Academic and behavioral progress of students		
3.1.2 The PBIS team will expand upon the current behavior matrix (3R's) to be more customized as to the	Admin Parents Students PBIS Team				

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<p>specific needs of McNair high and have greater buy-in by staff.</p> <p>3.2 During the 2nd term of the 16/17 school year, the PBIS committee will pilot a check in/check out process for students who need additional support and mentoring.</p> <p>3.2.1 Criteria will developed to identify students for this pilot program. Students will be chosen based on these criteria regarding students who will most benefit from the extra level of support.</p> <p>3.2.2 The PBIS committee will develop a form to be used for the check in/check out process to monitor students and their growth for the remainder of the 2016/17 school year.</p> <p>3.1 The PBIS team will continue to implement the 'Eagles Wings' program which encourages positive behavior throughout McNair high School.</p> <p>3.1.2 Students will be identified by staff for their positive behaviors. Students will receive a ticket which they can redeem for the weekly raffle prize.</p>	<p>Admin Staff Students</p>	<p>Behavioral Intervention.</p> <p>Currently in year two of a three year training</p> <p>Staff Training</p> <p>Attendance Incentive dollars</p>	<p>School-wide discipline data.</p> <p># of tickets turned in.</p>		<p>Staff Dist. Ofc. Parents Students</p>
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Changes since 2017 Self-Study and Visit

The PBIS team at McNair High School continues to meet on a regular basis. The meetings however have been less frequent during the 2018-2019 school year than they were during the 2017-2018 school year. There has been much discussion surrounding the different tiers of PBIS. Some staff members have volunteered or have been asked to serve on one of the teams but have not been part of the trainings associated with the different tiers. In addition, during the 2017-2018 school year there was a noticeable division between the three tier teams. There has been an effort by the administration to address the division and unify the teams. During the first half of the 2018-2019 school year the Positive School Climate department of Lodi Unified School District assigned to individuals to work closely with schools as they implement PBIS. The two individuals met with members of the PBIS team as well administration in October of 2018. During the meeting the need for additional trainings and supports aimed specifically at a high school setting was discussed.

During the second half of the 2016-2017 school year the positive behavior expectations matrix for McNair High School was revised. Many staff and students believed that the Three R's (respect yourself, respect others, respect property) did not accurately reflect the values of McNair. During the spring of 2017 feedback was gathered from students and staff and the S.O.A.R Matrix was developed. The acronym S.O.A.R. stands for Safe, Organized, Accountable, Respectful). This acronym was chosen because Eagles "SOAR." The S.O.A.R positive behavior matrix was posted beginning in January of 2018. There has been a concerted effort to make S.O.A.R part of the everyday vocabulary at McNair High School. At the beginning of the 2018-2019 school year each teacher was asked to create their own classroom S.O.A.R positive behavior expectations that reflect the expectations of each classroom.

During the 2017-2018 school year a "check in/check out" form was developed. This was done in an effort to offer additional support to students who have shown either by attendance, behavior, grades and other factors. Currently, students who accumulate three or more tardies in a week for three consecutive weeks are automatically placed in the "check in/check out" process. Other students have been placed in the "check in/check out" after repeated behavioral issues. Students have been placed in the "check in/check out" after discussing specific behaviors with parents and/or guardians.

The "Eagle Wings" program was suspended during the 2017-2018 school year. This was not done deliberately, rather it was suspended after there was large turnover in personnel. During PBIS team meetings during the 2017-2018 school year many staff members stated that the "Eagle Wings" program was difficult to implement because it required too much from members. Another concern was that students who earned "Eagle Wings" were required to go to the discipline office to redeem their "Eagle Wings" for rewards. In order to address these concerns the reward and recognition system was refined and simplified. "Eagle Wings" became "Eagle Bills." The "Eagle Bill" is the size of a business card and can be distributed by any and all staff members. Students are simply asked to redeem their "Eagle Bill" by taking it to the "S.O.A.R." store, which is located in vacant teacher work room. Students have the opportunity to redeem their "Eagle Bills" for McNair memorabilia and enter into drawings for larger prizes.

In the summer of 2018 Lodi Unified School District was awarded a Learning Communities for School Success Program Grant (LCSSP). The LCSSP grant has allowed the district to hire Community Liaison Assistants (CLAs). Two CLAs along with the program supervisor have been placed at McNair High School. The role of the CLA is to assist the school in making connections with students who have struggled in school. The district's Assessment Research and Evaluation (ARE) department has developed a report that identifies students who are in need of the significant intervention. The factors the report take into account include GPA, Attendance, Parent Education, English Learner Status and other factors that may include a student's success in school. (A copy of the influence report will be made available upon request). The CLAs use information gathered from this report to create their caseload of students. The CLAs will then focus on providing interventions and supports for students on their caseload as well as other students who are identified. The LCSSP grant also provides funding for mentoring and tutoring. During the spring of the 2017-2018 school year, one of McNair's CLAs supervised a tutoring program for students on his caseload and students who not on his caseload but were identified as needing additional support. Lodi Unified is currently developing the mentoring program that will fulfill that requirement of the grant.

Revisions Following 2017 Self-Study and Visit

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Provide additional professional development related to PBIS. This may include but will not be limited to professional development provided by the district or site visits to schools with exemplary PBIS programs	Principal Assistant Principals PBIS Team Positive School Climate Department	Title 1 Funds Funding Provided by the Positive School Climate Department	Discipline Data Tardy Data Number of Students involved in Tier 2 and Tier 3 Intervention	Spring of 2019 - Ongoing	Aeries Discipline Dashboard Aeries Attendance Record Influence Factor Report
Refine process for identifying students in need of Tier 2 and Tier 3 PBIS Support	Principal Assistant Principals PBIS Team Counselors	Title 1 Funds Assistance from the Technology Department and the ARE Department	Number of students identified for Tier 2 and Tier 3 PBIS Interventions	Spring 2019 - Ongoing	Aeries Discipline Dashboard Aeries Attendance Records

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Continue to develop methods to advertise S.O.A.R expectations and rewards to students and parents. This may include production of videos and class presentations	PBIS Team Student Activities Advisor	Title 1 Funds may be used	Discipline Data Tardy Data Number of students earning rewards from the S.O.A.R Store Number of Students involved in Tier 2 and Tier 3 Intervention	Spring 2019 - Ongoing	S.O.A.R Classroom Presentations
Implement Improve Your Tomorrow (IYT) program to assist young men of color to and through college	Principal District Office Staff IYT Staff	District Funding Title I funds may be used to supplement	Disaggregated Discipline, Attendance and Grade Data	Spring 2019	IYT Staff Will Collect Data

