



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

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

District Name	Lodi Unified School District
SPSA Revision Date	September 20, 2022
Schoolsite Council (SSC) Approval Date	May 10, 2022
Local Board Approval Date	June 14, 2022

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



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School Vision and Mission

RONALD E. McNAIR HIGH SCHOOL'S MISSION

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

RONALD E. McNAIR HIGH SCHOOL'S Mission

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

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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

School Profile

Mission Statement: 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.

Accreditation: McNair High is WASC Accredited through June 30, 2023.

Enrollment: Approximately 1,900 students

Ethnic Makeup: 40% Asian, 37% Hispanic, 10% African American, 4.5% Filipino, 4% White, 1.5% Two or more, 1% Native Hawaiian, <1% American Indian

Socioeconomically Disadvantaged: 82%

Description of Marking System:

A=Excellent (4 grade points)

B=Above Average (3 grade points)

C=Average (2 grade points)

D=Below Average (1 grade point)

F=Fair (0 grade point)

I=Incomplete (no credit) (0 grade point)

P=Pass (receive credit) (0 grade point)

NC=No Credit (0 grade point)

NM=No Mark (no credit) (0 grade point)

WF=Withdraw Fail (no credit) (0 grade point)

College Prep (CP) and Pre-Advanced Placement (AP) or AP courses are offered all four years of high school and meet entrance requirements for CSU/UC. There are 18 Advanced Placement courses offered. An extra grade point is awarded for AP and Pre-AP classes (A=5, B=4, C=3).

Ten (10) credits are earned for each course which is completed with a D- or higher. Partial credit is not given.

Graduation Requirements:

40 credits of English
10 credits of World History
10 credits of U.S. History
10 credits of Government/Economics
85 credits of Electives
5 credits of Family Living, Geography, or AVID
10 credits of Physical Science
10 credits of Life Science
20 credits of Mathematics (including Algebra)
20 credits of Physical Education
10 credits of Foreign Language or Fine Art

Total credits required for graduation: 230

Class of 2021 College Entrance Test Profile:

Number of McNair students who took the SATs.....136
Overall Mean Scores.....1034
English Mean Scores.....514
Math Mean Scores.....520

Class of 2021 Placement Profile

Four-Year College/University20%
Community College.....20%
Trade Schools.....1%
Military.....5%
Did Not State.....54%

Class Rank

Students are ranked according to their cumulative weighted grade point averages.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

On August 12, 2021 McNair High School hosted a Back to School Night. Back to School Night was held via video conference in an effort to maintain safety during the COVID 19 pandemic. During Back to school night information about Title 1 and the Single Plan for student achievement was shared with the parents and guardians who attended. The presentation included general information about Title 1 and emphasized the focus on the parent involvement piece.

On September 16, 2021 a School Site Council meeting was held. The meeting was attended by two parents, three teacher representatives, and with the principal. During the meeting the Single Plan for Student Achievement (SPSA) from the 2020-2021 school year was reviewed. The review included a summary of the goals and actions as well as the expenditures and the evaluation. Input Following the review of the 2020-2021 SPSA there was summary of the goals and actions as well a preliminary budget for the 2021-2022 SPSA. A second School Site Council meeting will be held on September 29, 2021. At this meeting approval will be sought from the School Site Council for the 2021-2022 SPSA. The School Site Council Approved the plan on

Resource Inequities

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

During the 2021/2022 school year, 85% of all students enrolled in English 9 and 10 classes will pass with a grade of D or better and 90% of the students enrolled in English 1 & 12 classes will pass with a grade of a D or better. During the 2018/2019 school year the percentage of students who passed with a D or better during each semester ranged from 100% in AP English Language Composition to 82% in CP English 9. This was an improvement over the previous year.

During the 2021/2022 school year the percentage 11th grade students who met or exceed standards according the CAASPP will increase from 51% to 56%. During the 2020-2022 school year the percentage of students who met or exceeded standards was 51%.

During the 2021/2022 students enrolled i English/Language Arts classes will take the i-ready assessment for the first time. The i-ready assessment will be administered at the beginning of each term and again at the end. Data collected during the 2021-2022 school year will be used a baseline for the following year. Students are expected to improve from the first administration at the beginning of the semester to the second administration at the end of the semester.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																							
Grade Data	Grade Data: English 9 CP- 90% Passage Rate English 10 CP- 90% Passage Rate English 11 CP- 90% Passage Rate English 12 CP- 90% Passage Rate	Data for the 2021-2022 school year not currently available.																																							
CAASPP Data	CAASPP Data: 56% Will Meet or Exceed Standards	Data for the 2021-2022 school year not currently available.																																							
i-ready data	i-ready data will be form the initial administration will be used as a baseline.	<p>Grade 9</p> <table> <tr> <th>September</th><th>December</th><th>Change</th></tr> <tr> <td colspan="3">Mid or Above Grade Level</td></tr> <tr> <td>2%</td><td>4%</td><td>+2%</td></tr> <tr> <td colspan="3">Early on Grade Level</td></tr> <tr> <td>3%</td><td>12%</td><td>+9%</td></tr> <tr> <td colspan="3">One Grade Level Below</td></tr> <tr> <td>18%</td><td>14%</td><td>-4%</td></tr> <tr> <td colspan="3">Two or More Grade Levels Below</td></tr> <tr> <td>7%</td><td>12%</td><td>+5%</td></tr> <tr> <td colspan="3">Three or More Grade Levels Below</td></tr> <tr> <td>71%</td><td>62%</td><td>-9%</td></tr> </table> <p>Grade 10</p> <table> <tr> <td colspan="3">Mid or Above Grade Level</td></tr> <tr> <td>10%</td><td>13%</td><td>+3%</td></tr> </table>	September	December	Change	Mid or Above Grade Level			2%	4%	+2%	Early on Grade Level			3%	12%	+9%	One Grade Level Below			18%	14%	-4%	Two or More Grade Levels Below			7%	12%	+5%	Three or More Grade Levels Below			71%	62%	-9%	Mid or Above Grade Level			10%	13%	+3%
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Metric/Indicator	Expected Outcomes	Actual Outcomes
		Early on Grade Level 13% 12% -1%
		One Grade Level Below 18% 14% -4%
		Two or More Grade Levels Below 7% 12% +5%
		Three or More Grade Levels Below 52% 48% -4%
		Grade 11
		Mid or Above Grade Level 1% 3% +2%
		Early on Grade Level 4% 9% +5%
		One Grade Level Below 13% 10% -3%
		Two or More Grade Levels Below 5% 8% +3%
		Three or More Grade Levels Below 77% 70% -7%
		Grade 12
		Mid or Above Grade Level 3% 1% -2%
		Early on Grade Level 9% 15% -6%
		One Grade Level Below 18% 25% +7%
		Two or More Grade Levels Below 4% 5% +1%
		Three or More Grade Levels Below 65% 54% -11%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA 1 All students will be exposed to a rigorous standard based	Implemented as planned.	District Approved Curriculum LCFF	District Approved Curriculum LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
curriculum approved by the state.			
ELA 2 All students will have access to after school tutoring.	Implemented as planned.	After School Program LCFF	After School Program LCFF
ELA 3 All students will have access to the Library/Media center. McNair High will employ a Library technician to assist students	Implemented as planned.	Library tech LCFF	Library tech LCFF
ELA 4 Provide books, supplies, materials, practice materials, and classified support to promote the core curriculum and greater learning and achievement by all students on the SBAC tests	Implemented as planned.	District Approved Curriculum LCFF	District Approved Curriculum LCFF
ELA 5 English/Language Arts Teachers will be given release time and/or paid at the adjunct rate to work beyond their contract time to develop and refine curriculum and create common formative assessments. The data collected from the assessments will be used along with i-ready and grade data to plan future instruction. Teachers will also use release time and/or be paid at the adjunct rate to meet with McNair's feeder middle schools in an effort to ensure that incoming ninth graders are properly placed and are provided	Implemented as planned.	Timecards 1120 Teacher Temp Title I 4057 Substitutes 1150 Teacher Sub Title I 2400	Timecards 1120 Teacher Temp Title I 0 Substitutes 1150 Teacher Sub Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
with the appropriate level of support.			
<p>ELA 6</p> <p>Provide supplemental materials for the Library at Ronald E. McNair High School. These materials will include both fiction and non-fiction books for students to use for a variety of reasons including research and career exploration.</p>	Implemented as planned.	Supplemental Materials for the Library 4200 Books Title I 7,500	Supplemental Materials for the Library 4200 Books Title I 7,500
<p>ELA 7</p> <p>McNair High will provide technology to supplement classroom instruction and assist students with meeting standards for each course. These will include, but will not be limited to, purchasing a site license for "turnitin.com", "digital theatre." and Storyboard That. Turnitin.com is a program designed to assist students with the writing process and Digital Threater provides students with access to video versions of some of the literature that is read in English Language Arts classes. The technology support may also included the purchase of supplemental hardware that will assist teachers in delivering instruction.</p>	Implemented as planned.	<p>Licenses for Turnitin.com and Digital Theatre 5875 Technology Licenses Title I 12,000</p> <p>Supplemental Technology for English Language Arts classrooms 4475 Technology (\$500-\$9,999) Title I 4,943</p>	<p>Licenses for Digital Theater and Turnitin.com 5875 Technology Licenses Title I 12,059.50</p> <p>Supplemental Technology for English Language Arts classrooms 4475 Technology (\$500-\$9,999) Title I 0</p>

Analysis

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

ELA 1

During the 2021-2022 school year all students were exposed to a rigorous, standards based curriculum. English/Language Arts Teachers at McNair High School continued to use Studysync and continued to develop common assessments to supplement the existing assessments provided.

ELA 2

During the 2021-2022 school year students continued to have access to after school tutoring through the school's after school program.

ELA 3

During the 2021-2022 school year students had access to the Library Media Center everyday, during the school day and at least three days per week after school. A Library/Media Assistant was employed to assist students.

ELA 4

All core curriculum was provided to students enrolled in English Language Arts classes during the 2019-2020 school year. This included Studysync as well as supplemental materials.

ELA 5

During the 2021-2022 school year English Language Arts teachers were provided with release time and paid at the adjunct rate to work beyond their contract hours. This time was used to develop and refine common assessments for each grade level as well and analyze data English Language Arts. Due to the substitute shortage caused by the COVID-19 pandemic teachers did not take release time as planned.

ELA 6

Supplementary materials were provided for McNair's library. The librarian worked with staff to determined the materials that were needed. These materials included fiction and non-fiction books in both electronic and hard copy.

ELA 7

Digital theater was purchased, however a different funding source was used to purchase turnitin.com.

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

The percentage of students who increased performance according to the i-ready assessment increased from the first administration in the fall to the second administration in the Winter. The biggest increase was for ninth grade students. After the first administration 5% of ninth grader students were "early on" or "mid or above" grader level. That percentage increased to 11% after the second administration.

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

McNair High School has determined that \$5,000.00 will be the threshold for determining if there was material difference between proposed and actual expenditures. There are two areas in which there were material differences between proposed expenditures and actual expenditures:

ELA 5- A total of \$6457 was budgeted for release time adjunct pay. As of April 11, 2022 none had been used. The substitute shortage caused by the COVID pandemic has provided barriers to teachers taking release time and the availability of funds from other sources to pay teachers for professional development has allowed for fewer opportunities for site level work beyond the contract day.

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

The goal for the percentage of students who meet or exceed standards according to the English Language Arts portion of the SBAC will be 61%. A 5% gain is reasonable.

The English Language Arts department will develop a system to provide targeted and timely intervention to students who are in need. These efforts will support the overall district effort to provide a Multitiered System of Support for all students.

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

85% of all Integrated Math 1 will pass the class with a C or better. 80% of all High School Math students will pass the class with a D or better. 80% of all High School Math A & B will pass the respective course with a grade of a D or better. The percentage student enrolled in high school math who meet standards according to the district benchmark will increase by at least 4.7%, from 26.3% to 31%. The percentage of students enrolled in Integrated Math 1 who meet standards will increase by 4.9% from 20.1% to 25%. The percentage of 11 students enrolled in integrated math 2 who meet standards will increase by 5.2% from 10.8% to 16%. The percentage of students enrolled in Integrated Math 2+ who meet standards will increase by 4.7% from 32.3% to 37%. The percentage of students enrolled in Integrated Math 3 who meet standards will increase by 4% from 51% to 55%. The percentage of 11th grade students who meet or exceed standards according to the CAASPP Math test will increase by 5.5% from 24.5% to 30%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Integrated Math 1 Grades High School Math Grades High School Math A Grades High School Math B Grades	Integrated Math 1 Grades - 85% Pass with a D or better High School Math Grades- 80% Pass with a D or better High School Math A Grades- 80% Pass with a D or better High School Math B Grades- 80% Pass with a D or better	Data for the 2021-2022 school year not currently available.
CAASPP Scores	CAASPP Scores- 30% Will Meet or Exceed Standards	Data for the 2021-2022 school year not currently available.
Benchmark Scores	Benchmark Scores High School Math 31% met or exceeded standards Integrated Math 1 25% met or exceeded standards Integrated Math 2 - 16% met or exceeded standards Integrated Math 2+ - 37% met or exceeded standards Integrated Math 3 - 55% met or exceeded standards	Students did not take the benchmarks and took the i-ready assessment in it's place.
i-ready Assessment	i-ready data will be form the initial administration will be used as a baseline.	Grade 9 September December Change Mid or Above Grade Level 2% 4% +2% Early on Grade Level 20% 26% +6% One Grade Level Below 9% 10% +1%

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

Two or More Grade Levels Below	10%	12%	+2%
Three or More Grade Levels Below	58%	48%	-10%
Grade 10			
Mid or Above Grade Level	2%	3%	+1%
Early on Grade Level	9%	7%	-2%
One Grade Level Below	23%	29%	+6%
Two or More Grade Levels Below	12%	12%	No Change
Three or More Grade Levels Below	54%	50%	-4%
Grade 11			
Mid or Above Grade Level	1%	4%	+3%
Early on Grade Level	7%	6%	-1%
One Grade Level Below	15%	12%	-3%
Two or More Grade Levels Below	28%	26%	-2%
Three or More Grade Levels Below	48%	53%	+5%
Grade 12			
Mid or Above Grade Level	1%	3%	+2%
Early on Grade Level	12%	5%	-7%
One Grade Level Below	9%	9%	No Change
Two or More Grade Levels Below	4%	6%	+2%
Three or More Grade Levels Below	74%	77%	+3%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
M1 All students will be exposed to a rigorous standard based curriculum approved by the state.	Implemented as planned.	District Approved Curriculum LCFF	District Approved Curriculum LCFF
M2 All students will have access to after school tutoring.	Implemented as planned.	Timecards LCFF	Timecards LCFF
M3 All teachers will have weekly collaboration time for 1 hour each week. Activities will include identifying essentials with the Common Core Standards, developing and revising common tests, and quizzes and examining data from multiple sources in an effort to drive future instruction. Teachers will be provided with release time and/or be paid at the adjunct rate to work beyond contract time for the purpose of analyzing data and building a curriculum library that can be accessed by students enrolled in math classes. Math teachers will also be provided with release time and/or paid at the adjunct rate to meet with teachers from McNair's feeder middle schools in an effort to ensure that students are properly placed and are provided with the	Implemented as planned.	Substitutes 1150 Teacher Sub Title I 2400 Timecards 1120 Teacher Temp Title I 1500	Substitutes 1150 Teacher Sub Title I 0 Timecards 1120 Teacher Temp Title I 513

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
appropriate level of support.			
<p>M4</p> <p>Books, supplies, materials, practice materials, and classified support to promote the core curriculum and greater learning and achievement by all students on the CASSPP assessments.</p>	Implemented as planned.	Materials and Supplies LCFF	Materials and Supplies LCFF
<p>M5</p> <p>Students enrolled in High School Math classes will be given a weekly, standards based assessment. Students who not meet the standards on the assessment, will be provided one hour of targeted intervention each week. Student who meet standards, will go to a different classroom and be provided with an enrichment activity. A different math teacher will provide the enrichment during their prep period.</p>	Implemented as planned.	Timecards for Targeted Intervention 1120 Teacher Temp Title I 4000	Monitoring Attendance LCFF 141
<p>M6</p> <p>Purchase Edulastic, a digital assessment platform that provides various assessments that mirror the smarter balanced assessments. Edulastic also provides tools that allow teachers to provide targeted intervention to students who are struggling in Math.</p>	Implemented as planned.	Edulastic Software 5875 Technology Licenses Title I 8000	Edulastic Software 5875 Technology Licenses Title I 8000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
M7 Students enrolled in High School Math courses will have access to supplementary curriculum, including Dream Box, a technology based program designed to help students improve their skills in math.	Implemented as planned.	Supplemental Curriculum LCFF	Supplemental Curriculum LCFF
M8 Supplemental Materials for Math Classes	Implemented as planned.	Supplemental Math Materials 4375 Technology (under \$500) Title I 14000	Supplemental Math Materials 4375 Technology (under \$500) Title I 14000
		Supplemental Math Materials 4475 Technology (\$500-\$9,999) Title I	Supplemental Math Materials 4475 Technology (\$500-\$9,999) Title I

Analysis

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

Math 1

All students were exposed to a rigorous, standards based curriculum during the 2020-2021 school year.

Math 2

During the 2020-2021 school year all students had access to after school tutoring. Tutoring was provided by math teachers in classrooms as well provided in the library.

Math 3

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

Math 4

Books, supplies and supplementary materials were provided to students enrolled in math classes during the 2020-2021 school year.

Math 5

Teachers of High School math classes were able to deliver a weekly assessment to students however they were only able to provide targeted intervention on a limited basis. During the 2021-2022 school year there were two vacancies in the math department. This provided barriers to implementing the targeted intervention program.

Math 6

Edulastic was purchased and used by teachers in the math department.

M7

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

M8

Supplementary materials were purchased.

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

The percentage of students who increased performance according to the i-Ready assessment increased from the first administration in the fall to the second administration in the Winter. The biggest increase was for ninth grade students. After the first administration 22% of ninth grader students were "early on" or "mid or above" grader level. That percentage increased to 28% after the second administration.

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

McNair High School has determined that \$5,000.00 will be the threshold for determining if there was material difference between proposed and actual expenditures. There were no material differences under the math goal.

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

The actions for the 2022-2023 school year will remain the same however there will be greater emphasis on providing targeted and timely intervention during the school day.

The action that provides funding for teachers to provide targeted instruction during the school day will remain. This was part of the SPSA in previous years. It was removed during 2020-2021 school year. Provided targeted invention during the school day proved to be difficult during distance learning.

A goal will be added to increase the percentage of students who improve their scores in the "early on grade level" and "mid or above grade level" categories of the i-ready assessment.

Both actions will be included under the Math goal of the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

20% of the English Learners at McNair will be re-designated at proficient during the 2020//2021 school year. This would be a 14% increase from the 2020-2021 school year. English Learners enrolled in the Reading Intervention (Read 180 Class) will increase their lexile score by at least 80 points grade levels.

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

The percentage of English Learners who meet or exceed standards on the Math benchmarks will increase from 15% to 20%. The percentage of English Language Learners who meet or exceed standards on the Math section of the CAASPP will increase from 6% to 11%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																				
Percentage of English Learners who are reclassified to proficient according to the ELPAC.	Percentage of English Learners who are reclassified to proficient according to the ELPAC will be 20%	Data for the 2021-2022 school year not currently available																																				
Percentage of Students who meet or exceed standards on the English Language Arts section of the CAASPP	Percentage of Students who meet or exceed standards on the English Language Arts section of the CAASPP will be 11%.	Data for the 2021-2022 school year not currently available																																				
Percentage of Students who meet or exceed standards on the Math section of the CAASPP.	Percentage of Students who meet or exceed standards on the Math section of the CAASPP will be 20%.	Data for the 2021-2022 school year not currently available																																				
Reading Inventory	The average Reading Inventory Score will increase by 140 points	Data for the 2021-2022 school year not currently available																																				
i-Ready assessment data	i-Ready data will be form the initial administration will be used as a baseline.	<p>English Learners ELA</p> <table> <tr> <th>September</th><th>December</th><th>Change</th></tr> <tr> <td colspan="3">Mid or Above Grade Level</td></tr> <tr> <td>0%</td><td>1%</td><td>+1%</td></tr> <tr> <td colspan="3">Early on Grade Level</td></tr> <tr> <td>1%</td><td>0%</td><td>-1%</td></tr> <tr> <td colspan="3">One Grade Level Below</td></tr> <tr> <td>4%</td><td>2%</td><td>+2%</td></tr> <tr> <td colspan="3">Two or More Grade Levels Below</td></tr> <tr> <td>1%</td><td>4%</td><td>+3%</td></tr> <tr> <td colspan="3">Three or More Grade Levels Below</td></tr> <tr> <td>94%</td><td>93%</td><td>-1%</td></tr> </table> <p>English Learners Math</p> <table> <tr> <th>September</th><th>December</th><th>Change</th></tr> </table>	September	December	Change	Mid or Above Grade Level			0%	1%	+1%	Early on Grade Level			1%	0%	-1%	One Grade Level Below			4%	2%	+2%	Two or More Grade Levels Below			1%	4%	+3%	Three or More Grade Levels Below			94%	93%	-1%	September	December	Change
September	December	Change																																				
Mid or Above Grade Level																																						
0%	1%	+1%																																				
Early on Grade Level																																						
1%	0%	-1%																																				
One Grade Level Below																																						
4%	2%	+2%																																				
Two or More Grade Levels Below																																						
1%	4%	+3%																																				
Three or More Grade Levels Below																																						
94%	93%	-1%																																				
September	December	Change																																				

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Mid or Above Grade Level 0% 1% +1% Early on Grade Level 3% 2% -1% One Grade Level Below 1% 2% +1% Two or More Grade Levels Below 8% 10% +2% Three or More Grade Levels Below 88% 85% -3%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELL 1 All ELL students will be exposed to a rigorous standardsbased curriculum approved by the state	Implemented as planned..	District Approved Curriculum LCFF	District Approved Curriculum LCFF
ELL 2 All ELL students will have access to after school tutoring.	Implemented as planned..	After School Program LCFF	After School Program LCFF
ELL 3 All ELL students will have access to the library-media center.	Implemented as planned..	Library technician LCFF	Library technician LCFF
ELL 4 All teachers will have weekly collaboration time for 1 hour each week. Teachers will develop and revise common tests, and quizzes. Teachers will analyze data from multiple sources and use the data to drive future instruction. McNair High will contract with Solution Tree to provide expertise to	Implemented as planned..	Timecards See ELA 7 1120 Teacher Temp Title I 0 Substitutes See ELA 7 1150 Teacher Sub Title I 0	Timecards See ELA 4 1120 Teacher Temp Title I 0 Substitutes See ELA 4 1150 Teacher Sub Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
transform McNair High to a model Professional Learning Community (PLC). Conferences and workshops will also be made available for teachers and staff focusing on the Common Core Standards and PLC's.			
ELL 5 ELL teachers will articulate their curriculum with feeder school teachers to help facilitate a smooth transition from the 8th grade to the 9th grade and to better support student learning.	Implemented as planned..	Substitutes 1150 Teacher Sub Title I 720	Substitutes 1150 Teacher Sub Title I 0
ELL 6 To provide books, supplies and materials to support the core curriculum and promote greater learning and achievement by all ELL students.	Implemented as planned..	Materials and Supplies LCFF	Materials and Supplies LCFF
ELL 7 All teachers, including teachers who teach English Learners will work to develop a program for Response To Intervention (RTI) in an effort to identify struggling students early and provide effective, targeted intervention. McNair's RTI program is part of the district's MTSS initiative. The RTI program provides tier two interventions for students in need.	Implemented as planned..	Timecards See ELA 7 1120 Teacher Temp Title I 0 Substitutes See ELA 7 1150 Teacher Sub Title I 0	Timecards See ELA 4 1120 Teacher Temp Title I 0 Timecards See ELA 4 1150 Teacher Sub Title I 0
ELL 8 READ 180 will be implemented for all	Implemented as planned..	Read 180 Curriculum and	Read 180 Curriculum and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students needing support in reading. English 3D classes will be implemented for students needing more support in their English classes.		Teachers LCFF	Teachers LCFF
ELL 9 McNair High School will provide language support for EL students by utilizing Bi-Lingual Para-Educators. Teachers at McNair will work with district English/Language Arts coaches to develop strategies to further assist English Learners. Community Liaisons will be utilized to keep parents up to date, in their primary language, as to their child's progress.	Implemented as planned..	Para-Professionals Community Liaisons District Coaches LCFF	Para-Professionals Community Liaisons District Coaches LCFF

Analysis

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

ELL 1

During the 2021-2022 school year all ELL students were exposed to a rigorous, standards based curriculum that was approved by the state. This included two different programs, READ 180 and the EL support portion of Studysync. These programs are designed support English Learners.

ELL 2

During the 2021-2022 school year all ELL students had access to after school tutoring. Tutoring was available in individual classrooms as in the library at least three days every week.

ELL 3

During the 2021-2022 school year all ELL students had access to the Library Media Center. A librarian and a Library Media Assistant were present to assist all students, including English Learners.

ELL 4

During the 2021-2022 school year all teachers had weekly collaboration time. Teachers continued to develop and refine common curriculum and common assessments. Teachers then used the results of the assessments to plan future instruction and in some instances provide targeted intervention for students

ELL 5

During the 2021-2022 school year McNair High School's ELL coordinator did not have the opportunity to meet with feeder schools. These meetings generally take place during the fourth quarter of the school year. As a result of the COVID-19 pandemic, schools were shut down and there were few opportunities for remote meetings

ELL 6

During the 2020-2021 school year all English Language Learners were provided with books and supplies designed to support the core curriculum and promote greater learning and achievement.

ELL 7

During the 2021-2022 school year English Language Arts teachers were provided with release time and paid at the adjunct rate to work beyond their contract hours. This time was used to develop and refine common assessments for each grade level as well and analyze data. McNair High School piloted two different schedules that provided opportunities for intervention in the school day. Some of the intervention efforts were halted because of the COVID-19 pandemic.

ELL 8

Read 180 and English Language support classes were offered to English Language Learners. English Language Arts teachers looked at previous grades in ELA classes along with a student's Reading Inventory score to determine if a student was in need of additional support in English Language Arts. During the 2021-2022 school year McNair High School utilized the EL support materials that accompany Studysync.

ELL 9

During the 2021-2022 school year English Learners at McNair High School English Learners were provided support by Bi-Lingual Para-Educators as well as a Spanish Speaking Community Liaison. English Language Arts Teachers worked with district curriculum coaches to develop and refine strategies designed to assist English Learners,

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

Due to changes in timeline for completing the School Plan for Student Achievement there is not sufficient data to determine the overall effectiveness. English Learners did take two i-Ready assessments, the percentage of students who tested three or more grade levels below on the English Language Arts portion was greater than 90% on each administration. The percentage of students who tested three or more grade levels below on the math portion was more than 80% on each administration.

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

McNair High School has determined that \$5,000.00 will be the threshold for determining if there was material difference between proposed and actual expenditures. There were no material differences under the ELL goal.

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

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

The goal for students who score "mid or above grade level" or "early on grade level" according to the i-ready assessment will be set at 8% for the first administration with the goal of an increase to 14% on the second administration. .

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

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

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

Professional development focused on English Learners will be available for all staff.

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance at Back To School Night Attendance at Monthly Coffee With The Counselors Participation in Various Surveys Created District or McNair High School Parent Participation in WASC Probationary Report Process	<p>The number of parents who signed in at back to school night increase by approximately 50%, bringing the total to approximately 150.</p> <p>Increase the number of parents who attend coffee with the counselors to an average of 25 per event.</p> <p>Increase the percentage of parents who respond to the parent survey by approximately 100%, bringing the total to approximately 46 respondents.</p>	<p>The number of parents who logged into the Back to School Night Zoom session was approximately 100.</p> <p>The average number of parents who have logged into the first five "Coffee with the Counselors" Zoom sessions has been approximately 8.</p> <p>42 Parents responded to the annual school climate survey. This nearly the goal of 46.</p>

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PI 1</p> <p>Parents will be solicited to be part of McNair High's School Site Council, Athletic Boosters, Music Boosters, clubs, Coffee w/Counselors and other activities within the McNair High community.</p>	Implemented as planned..	<p>Print Shop</p> <p>5715 Print Shop Title I: Parent Involvement 0</p> <p>Postage</p> <p>See PI 2</p> <p>5711 Postage Title I: Parent Involvement 0</p>	<p>Print Shop</p> <p>See PI 2</p> <p>5715 Print Shop Title I: Parent Involvement 0</p> <p>Postage</p> <p>See PI 2</p> <p>5711 Postage Title I 0</p>
<p>PI 2</p> <p>Provide opportunities for parents to engage in training related to topics that are important to parents during this time of distance learning as well as when students return to campus on a full time basis. Funds may be used to pay for outside</p>	Not implemented during the 2021-2022 school year.	<p>Presenters from outside of Lodi USD. 5800 Prof and Operating/Consultants</p> <p>Title I: Parent Involvement 0</p>	<p>Print Shop and Postage</p> <p>5711 Postage Title I: Parent Involvement 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
speakers to provide training for parent.			
PI 3 Teachers will attend parent conferences, SST's for students or provide coverage for other teachers to attend.	Implemented as planned..	Teachers LCFF	Teachers LCFF
PI 4 There will additional support from the clerical staff to assist with communication between home and school. This will include the maintenance of the School's website and the creation of newsletters.	Implemented as planned..	Timecards 2420 Clerical Temp Title I: Parent Involvement 1001 Timecards 2920 Other Class Temp Title I: Parent Involvement	Timecards 2420 Clerical Temp Title I: Parent Involvement 0 Timecards 2920 Other Class Temp Title I: Parent Involvement 0
PI 5 McNair High School will utilize Community Liaison Assistants to assist with communication between the school and the home. This may include parent meetings and home visits beyond the normal work day.	Not implemented due to the lack of a Community Liaison Assistant during the 2021-2022 school year.	Timecards 2120 Para Temp Title I: Parent Involvement 1037	Timecards 2120 Para Temp Title I: Parent Involvement 0
PI 6 Provide opportunities for teachers, counselors and other staff to emphasize the importance of parent involvement in school. This may include trainings and conferences provided by outside organizations	Implemented as planned..	Parent oportunities LCFF	Parent Opportunities LCFF
PI 7 Use Title 1 parent involvement money to provide to refreshments at parent meetings	Implemented as planned..	Refreshments 4325 Food For Meetings Title I: Parent Involvement 700	Refreshments 4325 Food For Meetings Title I: Parent Involvement 300

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PI 8</p> <p>Provide resources for parents to access through McNair's library. Resources may include, but will not be limited to books, both electronic and hard copy, along with computer terminals that will be accessible to parents who visit McNair's library. The terminal will allow parents who may not have internet access to access resources that will allow them to assist their students.</p>	Implemented as planned..	<p>Books, both electronic and hard copy that will serve as parent resources. 4200 Books Title I: Parent Involvement 5000</p> <p>Computers for Parent Resource Library 4475 Technology (\$500-\$9,999) Title I: Parent Involvement 5578</p>	<p>Books, both electronic and hard copy that will serve as parent resources. 4200 Books Title I: Parent Involvement 5000</p> <p>Computers for Parent Resource Library 4475 Technology (\$500-\$9,999) Title I: Parent Involvement 5578</p>

Analysis

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

<p>PI 1</p> <p>Parents were solicited to be part of McNair High's School Site Council, Athletic Boosters, Music Boosters, clubs, Coffee with the Counselors and other activities within the McNair High community. Due to the COVID-19 pandemic, most parent involvement for the first three quarters of the year was virtual. Beginning in the fourth quarter of the 2021-2022 school year parents had more opportunities to participate in person.</p>
<p>PI 2</p> <p>During the 2021-2022 school year McNair High School was continued to utilize tools to enhance the communications efforts between the school and the community. This included the mass communication system that made communication via e-mail, phone and text easier. In addition to phone, e-mail and text McNair High School was able to deliver information via a mobile application. This required the school to rely less on information delivered by traditional mail.</p>
<p>PI 3</p> <p>Teacher continued to attend parent conferences and ISTs. Teachers and administrators were often asked to step in and cover for teachers so that they could attend various meetings.</p>
<p>PI 4</p> <p>During the 2021-2022 school year clerical staff at McNair High School provided additional support in the school's efforts to increase parent involvement. This included assisting with communication between home and school and assisting with various events that occurred beyond the school day.</p>
<p>PI 5</p> <p>McNair has been without a Community Liaison Assistant for the entire 2021-2022 school year. The previous Community Liaison Assistant left the district prior to schools shutting down for in person instruction in March of 2020. Attempts to fill the position were unsuccessful. The lead Community Liaison Assistant from the district was on occasionally on campus</p>

during the 2021-2022 school year. That individual did not work additional hours during the last nine weeks of the school year.

PI 6

During the 2021-2022 school year the importance of parent involvement was emphasized however there were no professional development activities that focused solely on parent involvement. A parent resource library was created by McNair's librarian. That action can be found in action number 8.

PI 7

For the first three quarters of the 2021-2022 school year nearly all of the parent involvement was virtual. Beginning in the fourth quarter there were opportunities to hold in person events so there was need for refreshments at parent meetings.

PI 8

The parent resource library that was created in McNair's library during the 2020-2021 school year was enhanced with additional books. Computers were also purchased to allow parents to access their students information in Aeries.

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

Because of the COVID-19 pandemic, Back to School Night was held via video conference. As many as 100 individual were logged on during the school wide presentation. Teacher reported that attendance for their respective classroom presentation were equal to, and in some cases greater than parent attendance during the previous year's in person Back to School Night.

Attendance at the monthly Coffee with the Counselors lower than in previous years. Because of the COVID-19 Pandemic, the first five Coffee with the Counselors were held via video conference.

McNair was without a Community Liaison Assistant for the entire 2021-2022 school year so there was no way to utilizes their services to help connect with families.

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

McNair High School has determined that \$5,000.00 will be the threshold for determining if there was material difference between proposed and actual expenditures. There were no material differences under the Parent Involvement goal.

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

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

The parent resource library will be available to parents to access in person.

McNair's administration will search for opportunities to provide training to parents in a variety of subjects.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

Professional Development: Teachers, counselors and administrators at McNair High School will engage in professional development activities that include but will not be limited to activities that focus on Response To Intervention (RTI), Professional Learning Communities (PLC), Leadership, Special Education and other professional development activities provided by the district and the county office of education. Teachers, including English/Language Arts Teachers, Math Teachers, Social Science Teachers and Science Teachers and will be provided with release time and/or paid at the adjunct rate to work beyond their contract time for the purpose of creating and refining common assessments and analyzing data for the purpose of driving future instruction.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The number of teachers who attend conferences, or other professional development activities away from the school site.	During the 2021-2022 school year 60 % of the teaching staff and 100% of the administrative staff will attend professional development activities. Due to the COVID-19 pandemic, most, if not all professional development will be virtual. The focus will be on teaching in a digital or hybrid setting.	As of April 12, 2022, approximately 25% of the teaching staff staff has engaged in professional development opportunities paid for using Title 1 funding. Many teachers have participated in professional development that has been funded by other sources.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD 1 All teachers will have weekly collaboration time for 1 hour each week. Activities will include developing common assessments and analyzing the data of the assessment for the purpose of driving future instruction.	Implemented as planned..	Weekly Collaboration Time LCFF	Weekly Collaboration Time LCFF
PD 2 Provided opportunities for teachers and administrators to attend conferences focused on a variety of topics, including	Implemented as planned..	Conferences 5220 Conference Title I 33847	Conferences 5220 Conference Title I 24881

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>technology, student engagement and Response To Intervention (RTI). An area for focus to the 2021-2022 school year is the development and implementation of an RTI program. During the 2021 -2022 school year teachers and administrators will engage in professional development activities that focus on RTI. Teachers and administrators will also research existing RTI programs in an effort to determine what would be most effective for McNair High School. Activities may include, but will not be limited to RTI conferences offered by Solution Tree and conferences offered by the bureau of educational research.</p>			
<p>PD 3</p> <p>Provide release time and/or pay teachers at the adjunct rate to work beyond their contract time to engage in professional development activities that focus on their content area. This may include but will not be limited to departments creating and refining common formative assessments, refining the new Social Science curriculum and creating digital content for students.</p>	<p>Implemented as planned..</p>	<p>Timecards 1120 Teacher Temp Title I 3724</p>	<p>Timecards 1120 Teacher Temp Title I 532</p>

Analysis

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

PD 1

During the 2020-2021 school year all teachers had weekly collaboration time for 1 hour each week. Activities included developing common assessments and analyzing the data of the assessment for the purpose of driving future instruction.

PD 2-

During the 2021-2022 school year 12 teachers attended conferences off site. The conferences covered a variety of subjects.

PD 3

During the 2021-2022 school year teachers at McNair High School were provided with opportunities to paid at the adjunct rate to work beyond their contracted time to engage in professional development. This included providing time for teachers to engage in training related to Universal Design for Learning.

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

The COVID-19 pandemic continued to provide barriers to teachers who wanted to engage in professional development. During the first part of the school year travel was limited and throughout the entire school year it was difficult to secure substitute teachers. Teachers did participate in professional development opportunities provided at the site and district level. Many of these activities were funded through sources other than Title 1.

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

McNair High School has determined that \$5,000.00 will be the threshold for determining if there was material difference between proposed and actual expenditures. As of April 12, 2022, a total of \$33,847 was allotted for conferences and approximately \$24,881 has been spent. This is difference of approximately \$8,433. The limited access to travel and shortage of substitutes were two of the main factors.

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

During the 2022-2023 school year there should be fewer barriers to providing professional development opportunities. There will be a renewed focus on providing targeted intervention during the school day as well addressing students social emotional needs. There will also be an effort to provide professional development focused on the district's initiative to develop a Multi-Tiered System of Support (MTSS) for all students. These changes will found under the professional development goal of the 2022-2023 SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 6

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Graduation Rate	The graduation rate will increase by 6.4% to 90%	Due to changes in the timeline for the School Plan for Student Achievement (SPSA) this data is not currently available

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
G1 Counselors will regularly meet with students and parents in an effort to ensure that all effected parties are aware of the students' progress toward graduation	Implemented as planned..	Counselors LCFF	Counselors LCFF
G2 Counselors will identify students in need of extra support and identify programs that may be of benefit to the students. Programs may include courses designed to support students who struggle in math, after school tutoring and/or study hall, Response to Intervention (RTI) programs within different subject areas and credit recovery programs.	Implemented as planned..	Counselors LCFF	Counselors LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>G3</p> <p>Credit recovery options will available to students after school and within the school day. Credit recovery options will include but will not be limited to LUSD's credit recovery program, LUSD's independent study program, the ability of students to recover credits within the school day.</p>	Implemented as planned..	District Funded Independent Study Program LCFF	District Funded Credit Recovery Program LCFF
<p>G4</p> <p>The principal, vice-principal, counselors and career center technician will plan graduation activities, including but not limited to student and parent informational meetings over the course of the 2021/2022 school year. Students and parents will be made aware of scholarships, financial aid and vocation opportunities .</p>	Implemented as planned..	Timecards 2420 Clerical Temp Title I 1050	Timecards 2420 Clerical Temp Title I
<p>G5</p> <p>Develop and implement a Response To Intervention (RTI) program in Social Science and World Language and other subjects in an effort to assist students with fulfilling the requirements for graduation. RTI plans will vary between subject areas. Teachers at McNair High School are in the early phases of development. World Language Teachers identify students who are</p>	Implemented as planned..	<p>Timecards 1120 Teacher Temp Title I 9600</p> <p>Substitutes 1150 Teacher Sub Title I 0</p>	<p>Timecards 1120 Teacher Temp Title I 8000</p> <p>Substitutes 1150 Teacher Sub Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>struggling and require them to go to a different classroom for approximately one hour per week to receive targeted intervention. World Geography teachers have developed a similar program. McNair's RTI program is part of the district's MTSS initiative. The RTI program provides tier two interventions for students in need.</p>			

Analysis

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

<p>Graduation 1</p> <p>During the 2021-2022 school year counselors from McNair High School regularly met with twelfth grade students and their parent in their efforts to ensure that all parties effected were aware of their progress toward graduation. Counselors provided written notification, made phone calls and scheduled in person meetings.</p> <p>Graduation 2</p> <p>During the 2021-2022 school year counselors identified students were were in need of additional support and worked to provide that support to students This support included courses designed to provide additional support as well as credit recovery opportunities and interventions that occurred within the school day.</p> <p>Graduation 3</p> <p>During the 2021-2022 school year students at McNair High School had access to two different credit recovery programs. Both programs were available to students after the school day ended. Both programs provided opportunities for students to take courses they had previously failed.</p> <p>Graduation 4</p> <p>During the course of the 2021-2022 school year there were a variety of activities designed to deliver information and to celebrate seniors. During the first three quarters of the school year these information meetings were, for the most part, virtual. During teh fourth quarter, McNair High School was able to host in person events.</p> <p>Graduation 5</p> <p>During the 2021-2022 school year the English/Language Arts, Science and World Language departments offered intervention to struggling students during the school day. Teachers in the ELA and Science departments provided after school tutoring for students. The World Language department employed the services of a retired teacher who would work individually with students who, according to different assessments, were struggling with the content.</p>
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Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to changes in the timeline for the School Plan for Student Achievement (SPSA) data is not currently available.

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

McNair High School has determined that \$5,000.00 will be the threshold for determining if there was material difference between proposed and actual expenditures. There were no material differences under the graduation goal.

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

There will be no significant changes to the actions under the graduation goal. The full return to in person instruction will allow the staff at McNair to re-establish the some of the targeted intervention initiatives that were not feasible while students were on distance learning. McNair will continue to offer targeted intervention for credit recovery during the school day during the 2021-2022 school year. This will include year long courses in English/Language Arts and Social Science.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 7

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The number of students who graduate from McNair High School meeting the A-G requirements for graduation.	The percentage of students who meet the A-G requirements will increase by 6% to 35% from the 2020-2021 total. .	Due to changes in the timeline for the School Plan for Student Achievement (SPSA) this data is not currently available
The number of students who are college a and career ready according to the California Dashboard	45% of graduates will be College and Career ready according to the California Dashboard	Due to changes in the timeline for the School Plan for Student Achievement (SPSA) this data is not currently available

Strategies/Activities for Goal 7

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
C & C 1 McNair High School will provide an AVID program in which qualified students are enrolled into an AVID class while being enrolled in other the classes that exposed students to a rigorous, standards based curriculum	Implemented as planned..	AVID Program LCFF	AVID Program LCFF
C & C 2 AVID teachers will be provided with release time and/or adjunct pay for the purpose of planning and refining instruction. The AVID site coordinator will be provided with additional release time in order to observe the AVID teachers at McNair High School and articulate with	Implemented as planned..	Timecards 1120 Teacher Temp Title I 6001 Substitutes 1150 Teacher Sub Title I 1960	Timecards 1120 Teacher Temp Title I 1146 Substitutes 1150 Teacher Sub Title I 3200

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
AVID teachers from feeder programs.			
C & C 3 Students enrolled in AVID Classes will have the opportunity to explore college and career options of the course of the 2017/2018 school year.	Implemented as planned..	Study Trips 5872 Field Trips Title I	Study Trips 5872 Field Trips Title I
C & C 4 All ninth-grade students will be enrolled Seminar 101. Seminar 101 is a class designed to provide ninth grade students with organizational skills necessary for success in high school as well as information regarding college and career options. Seminar 101 teachers will be provided with release time or adjunct pay for the purpose of planning instruction and analyzing data.	Implemented as planned..	Timecards 1120 Teacher Temp Title I 6001 Substitutes 1150 Teacher Sub Title I	Timecards 1120 Teacher Temp Title I 0 Substitutes 1150 Teacher Sub Title I
C & C 5 Provide opportunities for AVID Teachers, along with administrators to attend conferences that focus on AVID. This may include but will not be limited to the AVID summer institute and other AVID conferences.	Implemented as planned..	Conferences 5220 Conference Title I	Conferences 5220 Conference Title I
C & C 6 McNair High School will provide support for parents so that they can support their students in	Implemented as planned..	Counselors Seminar 101 Classes LCFF	Counselors Seminar 101 Classes LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
their efforts to develop a plan for life after high school. This may include but will not be limited to parent information nights regarding financial aid, parent support for Naveance (A college and Career Readiness Program) and information for parents regarding other post-secondary programs.			
C&C 7 Provide supplemental materials for ninth grade students enrolled in Seminar 101 classes.	Implemented as planned..		
C&C 8 Provide supplemental resources for classes that focus on and/or promote college and career readiness for students at McNair High School. This will include, but will not be limited to the purchase of supplemental materials for science classes to promote STEM projects, the purchase of technology, including document cameras and printers for special education classes and the purchase of supplementary materials for the Visual and Performing Arts department. Additional Promethean Panels may be purchased for classrooms that do not have them.	Implemented as planned..	Supplemental Technology 4475 Technology (\$500-\$9,999) Title I 42331	Supplemental Technology 4475 Technology (\$500-\$9,999) Title I 14269
C&C 9 Provide supplemental funding for McNair's counseling staff to work	Implemented as planned..	Timecards 1920 Other Cert Temp Title I 7,500	Timecards 1920 Other Cert Temp Title I 1387

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
beyond contracted time for the purpose of providing support to McNair students who are completing college applications.			

Analysis

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

<p>C & C 1</p> <p>During the 2021-2022 school year McNair High School continued to offer an AVID program. Students enrolled in the AVID program were exposed to rigorous, standards based curriculum. Students were also provided with opportunities to participate on activities in their AVID classes that focused on college readiness.</p> <p>C & C 2</p> <p>During the 2021-2022 school year AVID teachers and the AVID site coordinator were provided with release time and/or paid at the adjunct rate for the purpose of planning and refining instruction and collecting and analyzing data related to the AVID program. The AVID coordinator focused on preparing McNair's program for the certification process. As a result McNair's AVID program is currently "Highly Certified."</p> <p>C & C 3</p> <p>During the 2021-2022 school year AVID students were able to participate in study trips however the cost of transportation was covered from a resource other than Title 1 funding..</p> <p>C & C 4</p> <p>During the 2021-2022 school year most ninth grade students were enrolled in a Seminar 101 class. Students who were enrolled in an AVID class were not enrolled in a Seminar 101 class, Teachers who teach Seminar 101 were provided with release time and/or paid at the adjunct rate to plan instruction and analyze data.</p> <p>C & C 5</p> <p>During the summer of 2021 teachers attended the AVIID summer institute however Title 1 funds were not used.</p> <p>C & C 6</p> <p>During the 2021-2022 school year McNair High School provided support for parents so that they were able support their students in their efforts to develop a plan for life after high school. This included but will not be limited to parent information nights regarding financial aid, parent support for Naviance (A college and Career Readiness Program) and information for parents regarding other post-secondary programs.</p> <p>C & C 7</p> <p>During the 2021-2022 school year supplemental materials were purchased for McNair's seminar 101 program however Title 1 funding was not used.</p> <p>C & C 8</p> <p>During the 2021-2022 school year supplementary materials were purchased for teachers at McNair High School. This include supplemental material for McNair's fashion design classes and perfuming arts classes, and other technology that was to be used to increase students college and career readiness.</p>
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C & C 9

During the 2021-2022 school year McNair's counselors were provided with additional funding to provide supplemental support to students as they prepared for college. T

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

Due to changes in the timeline for the School Plan for Student Achievement (SPSA) data is not currently available. The data will be updated at the conclusion of the 2021-2022 school year.

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

McNair High School has determined that \$5,000.00 will be the threshold for determining if there was material difference between proposed and actual expenditures. As of April 12, 2022, a total of \$42,331 was allotted for supplemental materials and approximately \$14,380 has been spent. This is a difference of approximately \$27,951. Many of the supplemental materials that were planned for purchase were provided by the district. There was a total of \$7,500 budgeted for counselors to provide workshops outside of contract time to assist students with college applications and \$1,387 was spent. The counseling team required less time than they have in previous years.

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

The actions to provide supplemental resources for AVID and Seminar 101 will remain. The effort to support students in Seminar 101 classes will be bolstered with the proposed addition of a flex period during the 2022-2023 school year. This will provide students with the opportunity to complete follow modules suggested by Seminar 101 curriculum. The action to provide supplemental materials will remain however the materials ordered will likely change. These changes can be found under the college and career readiness goal in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 8

Positive School Climate

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rates, including Tardies	Due to the COVID-19 Pandemic students were on distance learning from March of 2020 through April of 2021. Many students to remain on distance learning once students were able to return for in person instruction. Consequently, tardy and attendance data for the 2020-2021 school year is almost non existent and would not serve a legitimate baseline. Attendance and tardy data from the 2021-2022 school year will be used as a baseline	Due to changes in the timeline for the School Plan for Student Achievement (SPSA) this data is not currently available
Suspension and Expulsion Rates	Due to the COVID-19 Pandemic students were on distance learning from March of 2020 through April of 2021. Many students to remain on distance learning once students were able to return for in person instruction. Consequently, discipline data for the 2020-2021 school year is almost non existent and would not serve a legitimate baseline. Discipline data from the 2021-2022 school year will be used as a baseline	Data will be updated at the conclusion of the 2021-2022 school year. This will provide a baseline for the 2022-2023 school year.
Number of students who participate intervention programs during the 2019-2020 school year	Due to the COVID-19 Pandemic students were on distance learning from March of 2020 through April of 2021. Many students to remain on distance learning once students were able to return for in person instruction. Consequently, there were very limited intervention opportunities. Data regarding intervention for the 2021-2022 will serve as as baseline.	Due to changes in the timeline for the School Plan for Student Achievement (SPSA) this data is not currently available

Strategies/Activities for Goal 8

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>SC 2</p> <p>Provide additional funding for the Community Liaison Assistant to do home visits and attend school wide events that occur after their contract time.</p>	<p>Not implemented due to a lack of a Community Liaison Assistant during the 2021-2022 school year.</p>	<p>Provide funding for classified staff to to provide additional supports to students beyond his contracted day. This includes additional funding for McNair's Community Liaison Assistant to conduct home visits and additional funding for other classified staff to provide supplemental support for various programs on campus. . 2200 Class Support Temp Title I 1050</p>	<p>Provide funding for classified staff to to provide additional supports to students beyond his contracted day. This includes additional funding for McNair's Community Liaison Assistant to conduct home visits and additional funding for other classified staff to provide supplemental support for various programs on campus. . 2200 Class Support Temp Title I 0</p>
<p>SC 2</p> <p>Purchase Ripple Effects Software</p>	<p>Implemented as planned..</p>	<p>Ripple Effects Social Emotional Learning Software 5875 Technology Licenses Title I 1050</p>	<p>. Ripple Effects Social Emotional Learning Software 5875 Technology Licenses Title I 0</p>

Analysis

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

SC 1

McNair has been without a Community Liaison Assistant for the entire 2021-2022 school year. The previous Community Liaison Assistant left the district prior to schools shutting down for in person instruction in March of 2020. Attempts to fill the position were unsuccessful. The lead Community Liaison Assistant from the district was on occasionally on campus during the 2021-2022 school year. That individual did not work additional hours during the last nine weeks of the school year.

SC 2

Ripple Effects was purchased and used however it was funded through a source other than Title 1.

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

Due to changes in the timeline for the School Plan for Student Achievement (SPSA) data is not currently available.

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

McNair High School has determined that \$5,000.00 will be the threshold for determining if there was material difference between proposed and actual expenditures. There were no material differences under the Positive School Climate goal.

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

Actions will be added to provide supplemental supports for Social Emotional Learning, this may include guest speakers or other student presentations. An action will be added to provide software that will support McNair's efforts to provide a viable Multi Tiered System of Support for students. This may be Five Star Students, that was previously purchased using Title 1 funds.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

During the 2022-2023 school year, 85% of all students enrolled in English 9 and 10 classes will pass with a grade of D or better and 90% of the students enrolled in English 1 & 12 classes will pass with a grade of a D or better. During the 2018/2019 school year the percentage of students who passed with a D or better during each semester ranged from 100% in AP English Language Composition to 82% in CP English 9. This was an improvement over the previous year.

During the 2022-2023 school year the percentage 11th grade students who met or exceed standards according the CAASPP will increase from 51% to 56%. During the 2021-2022 school year the percentage of students who met or exceeded standards was 51%.

During the 2022-2023 students enrolled in English Language Arts classes will take the i-ready assessment for the second time. The i-ready assessment will be administered at the beginning of each term and again at the end. Data collected during the 2021-2022 school year will be used a baseline for the following year. Students are expected to improve from the first administration at the beginning of the semester to the second administration at the end of the semester.

LCAP Goal

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

Basis for this Goal

English/Language Arts Grades from the 2020-2021 school year along with CAASPP data and i-ready from the 2021-2022 school year.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Grade Data	Grade Data: Grade Data: English 9 CP- 74% Passage Rate English 10 CP- 78% Passage Rate English 11 CP- 80% Passage Rate English 12 CP- 85% Passage Rate	Grade Data: English 9 CP- 90% Passage Rate English 10 CP- 90% Passage Rate English 11 CP- 90% Passage Rate English 12 CP- 90% Passage Rate
CAASPP Data	CAASPP Data: 51.1 % of students met or exceeded standards.	CAASPP Data: Expected outcome will be determined once CAASPP data for the 2021-2022 school year is available.

Metric/Indicator	Baseline	Expected Outcome
i-ready data	Baseline will be determined once complete i-ready data for the 2021-2022 school year is available.	Expected outcome will be determined once complete i-ready data for the 2021-2022 school year is available.

Planned Strategies/Activities

Strategy/Activity 1

ELA 1

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

All ELA teachers, vice principal, principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Approved Curriculum

Strategy/Activity 2

ELA 2

All students will have access to after school tutoring.

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Tutoring staff, vice principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

After School Program

Strategy/Activity 3

ELA 3

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

Students to be Served by this Strategy/Activity

August 1, 2022 through June 2, 2023

Timeline

August 10, 2020 through June 9, 2021

Person(s) Responsible

Librarian and library technician

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Library Tech

Strategy/Activity 4

ELA 6

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

Students to be Served by this Strategy/Activity

.All students enrolled at McNair High School

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Approved Curriculum

Strategy/Activity 5

ELA 7

English/Language Arts Teachers will be given release time and/or paid at the adjunct rate to work beyond their contract time to develop and refine curriculum and create common formative assessments. The data collected from the assessments will be used along with i-ready and grade data to plan future instruction. Teachers will also use release time and/or be paid at the adjunct rate to meet with McNair's feeder middle schools in an effort to ensure that incoming ninth graders are properly placed and are provided with the appropriate level of support.

Students to be Served by this Strategy/Activity

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

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

English/Language Arts Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecards
Amount	4000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes

Strategy/Activity 6

ELA 8

Provide supplemental materials for the Library at Ronald E. McNair High School. These materials will include both fiction and non-fiction books for students to use for a variety of reasons including research and career exploration.

Students to be Served by this Strategy/Activity

All students at McNair High School

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Principal, McNair's Librarian

Proposed Expenditures for this Strategy/Activity

Amount	7,500
Source	Title I
Budget Reference	4200 Books
Description	Supplemental Materials for the Library

Strategy/Activity 7

ELA 9

McNair High will provide supplemental materials, including technology based and non-technology based, to supplement and enhance classroom instruction and help students with meeting standards for each course. These will include, but will not be limited to, purchasing a site license for "digital theatre." and Storyboard That. Digital Theater provides students with access to video versions of some of the literature that is read in English Language Arts classes. The technology support may also included the purchase of supplemental hardware that will assist teachers in delivering instruction. The non-technology support will include materials identified by each teacher.

Students to be Served by this Strategy/Activity

All students enrolled at McNair

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	4050
Source	Title I
Budget Reference	5875 Technology Licenses
Description	License Digital Theatre
Amount	5001
Source	Title I
Budget Reference	4475 Technology (\$500-\$9,999)
Description	Supplemental Technology for English Language Arts classrooms
Amount	5000
Source	Title I
Budget Reference	4300 Materials
Description	Supplementary Materials for English Language Arts Classes.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

85% of all Integrated Math 1 will pass the class with a C or better. 80% of all High School Math students will pass the class with a D or better. 80% of all High School Math A & B will pass the respective course with a grade of a D or better. The percentage student enrolled in high school math who meet standards according to the district benchmark will increase by at least 4.7%, from 26.3% to 31%. The percentage of students enrolled in Integrated Math 1 who meet standards will increase by 4.9% from 20.1% to 25%. The percentage of 11 students enrolled in integrated math 2 who meet standards will increase by 5.2% from 10.8% to 16%. The percentage of students enrolled in Integrated Math 2+ who meet standards will increase by 4.7% from 32.3% to 37%. The percentage of students enrolled in Integrated Math 3 who meet standards will increase by 4% from 51% to 55%. The percentage of 11th grade students who meet or exceed standards according to the CAASPP Math test will increase by 5.5% from 24.5% to 30%.

LCAP Goal

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

Basis for this Goal

Student Grades from the 2020-2021 School Year
CASSPP Math Scores
District Benchmarks for Math
i-ready assessment in Math

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Integrated Math 1 Grades High School Math Grades High School Math A Grades High School Math B Grades	Integrated Math 1 Grades - 70% Pass with a D or better High School Math Grades- 55% Pass with a D or better High School Math A Grades- 66% Pass with a D or better High School Math B Grades- 43% Pass with a D or better	Integrated Math 1 Grades - 85% Pass with a D or better High School Math Grades- 80% Pass with a D or better High School Math A Grades- 80% Pass with a D or better High School Math B Grades- 80% Pass with a D or better
CAASPP Scores	CAASPP Data: 24.4% of students met or exceeded standards	CAASPP Data: Expected outcome will be determined once CAASPP data for the 2021- 2022 school year is available.
i-ready Assessment	Baseline will be determined once complete i-ready data for the 2021- 2022 school year is available.	Expected outcome will be determined once complete i-ready data for the 2021-2022 school year is available.

Planned Strategies/Activities

Strategy/Activity 1

M1

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

Students to be Served by this Strategy/Activity

All students enrolled in math classes at McNair High School.

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

All Math teachers, vice principal, principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Approved Curriculum

Strategy/Activity 2

M2

All students will have access to after school tutoring.

Students to be Served by this Strategy/Activity

All students enrolled in math classes at McNair High School.

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Tutoring staff, vice principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Timecards

Strategy/Activity 3

M3

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

adjunct rate to meet with teachers from McNair's feeder middle schools in an effort to ensure that students are properly placed and are provided with the appropriate level of support.

Students to be Served by this Strategy/Activity

All students enrolled in math classes at McNair High School.

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

All Math teachers, vice-principal, and principal

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes
Amount	2400
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecards

Strategy/Activity 4

M5

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

Students to be Served by this Strategy/Activity

All students enrolled in math classes at McNair High School.

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

All Math teachers, Vice-Principal, Principal

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	Materials and Supplies

Strategy/Activity 5

M7

Students enrolled in High School Math classes will be given a weekly, standards based assessment. Students who not meet the standards on the assessment, will be provided one hour of targeted intervention each week. Student who meet standards, will go to a different classroom and be provided with an enrichment activity. A different math teacher will provide the enrichment during their prep period.

Students to be Served by this Strategy/Activity

Student enrolled in High School Math Classes

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Math Teacher at McNair High School

Proposed Expenditures for this Strategy/Activity

Amount	3999
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecards for Targeted Intervention

Strategy/Activity 6

M8

Purchase Edulastic, a digital assessment platform that provides various assessments that mirror the smarter balanced assessments. Edulastic also provides tools that allow teachers to provide targeted intervention to students who are struggling in Math.

Students to be Served by this Strategy/Activity

All students enrolled in Math classes at McNair High School

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Math Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Edulastic Software

Strategy/Activity 7

M9

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

Students to be Served by this Strategy/Activity

All students enrolled in math classes at McNair High School.

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Intervention teachers, counselors, administration.

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	Supplemental Curriculum

Strategy/Activity 8

Supplemental Materials for Math Classes

Students to be Served by this Strategy/Activity

M 10

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

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Math Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	4375 Technology (under \$500)
Description	Supplemental Math Materials
Source	Title I
Budget Reference	4475 Technology (\$500-\$9,999)
Description	Supplemental Math Materials

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

20% of the English Learners at McNair will be re-designated at proficient during the 2020//2021 school year. This would be a 14% increase from the 2020-2021 school year. English Learners enrolled in the Reading Intervention (Read 180 Class) will increase their lexile score by at least 80 points grade levels.

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

The percentage of English Learners who meet or exceed standards on the Math benchmarks will increase from 15% to 20%. The percentage of English Language Learners who meet or exceed standards on the Math section of the CAASPP will increase from 6% to 11%.

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of English Learners who are reclassified to proficient according to the ELPAC.	Data for the 2021-2022 school year will be available at the end of the 2022-2023 school year.	Data for the 2021-2022 school year will be available at the end of the 2022-2023 school year. Appropriate expected outcomes will be determined based on that data.
Percentage of Students who meet or exceed standards on the English Language Arts section of the CAASPP	6% of English Learners met or exceeded standards.	Data for the 2021-2022 school year will be available at the end of the 2022-2023 school year. Appropriate expected outcomes will be determined based on that data.
Percentage of Students who meet or exceed standards on the Math section of the CAASPP.	2% of English Learners met or exceeded standards.	Data for the 2021-2022 school year will be available at the end of the 2022-2023 school year. Appropriate expected outcomes will be determined based on that data.
Reading Inventory	English learners who took the reading inventory in August and again in	Data for the 2021-2022 school year will be available at the end of the

Metric/Indicator	Baseline	Expected Outcome
	March had an average increase of 50 points. 174 English Learners had reading inventory results for August and March. 125 improved, 48 declined and 1 showed no change..	2022-2023 school year. Appropriate expected outcomes will be determined based on that data.
i-Ready assessment data	Data for the 2021-2022 school year will be available at the end of the 2022-2023 school year.	Data for the 2021-2022 school year will be available at the end of the 2022-2023 school year. Appropriate expected outcomes will be determined based on that data.

Planned Strategies/Activities

Strategy/Activity 1

ELL 1

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

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

August 02, 2021 through June 3, 2022

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Approved Curriculum

Strategy/Activity 2

ELL 2

All ELL students will have access to after school tutoring.

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

August 02, 2021 through June 3, 2022

Person(s) Responsible

Tutoring staff, ELL teacher, vice-principal

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	After School Program

Strategy/Activity 3

ELL 3
All ELL students will have access to the library-media center.

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

August 02, 2021 through June 3, 2022

Person(s) Responsible

Librarian and library technician.

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	Library technician

Strategy/Activity 4

ELL 4
All teachers will have weekly collaboration time for 1 hour each week. Teachers will develop and revise common tests, and quizzes. Teachers will analyze data from multiple sources and use the data to drive future instruction. McNair High will contract with Solution Tree to provide expertise to transform McNair High to a model Professional Learning Community (PLC). Conferences and workshops will also be made available for teachers and staff focusing on the Common Core Standards and PLC's.

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

August 02, 2021 through June 3, 2022

Person(s) Responsible

All teachers, vice-principal, and principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecards See ELA 7

Amount	0
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes See ELA 7

Strategy/Activity 5

ELL 5

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

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

August 02, 2021 through June 3, 2022

Person(s) Responsible

ELA Teachers, asst-principal, principal.

Proposed Expenditures for this Strategy/Activity

Amount	1999
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes

Strategy/Activity 6

ELL 6

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

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

August 02, 2021 through June 3, 2022

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Source	LCFF
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Description

Materials and Supplies

Strategy/Activity 7

ELL 7

All teachers, including teachers who teach English Learners will work to develop a program for Response To Intervention (RTI) in an effort to identify struggling students early and provide effective, targeted intervention. McNair's RTI program is part of the district's MTSS initiative. The RTI program provides tier two interventions for students in need.

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

August 02, 2021 through June 3, 2022

Person(s) Responsible

All teachers, vice-principal, principal, .

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

0

Source

Title I

Budget Reference

1120 Teacher Temp

DescriptionTimecards
See ELA 7**Amount**

0

Source

Title I

Budget Reference

1150 Teacher Sub

DescriptionSubstitutes
See ELA 7**Strategy/Activity 8**

ELL 8

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

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

August 02, 2021 through June 3, 2022

Person(s) Responsible

Read 180 teachers, counselors, administration.

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Read 180 Curriculum and Teachers

Strategy/Activity 9

ELL 9

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

Students to be Served by this Strategy/Activity

English Learners enrolled at McNair High School.

Timeline

August 02, 2021 through June 3, 2022

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Para-Professionals
Community Liaisons
District Coaches

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent / Family Engagement

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance at Back To School Night	The number of parents who signed in at back to school night increase by approximately 20%, bringing the total to approximately 100. This was close to the same number of people who attended the virtual back to school night in August of 2020	The number of parents who signed in at back to school night increase by approximately 50%, bringing the total to approximately 150.
Attendance at Monthly Coffee With The Counselors	The first five (5) coffee with the counselor events were virtual and attendance was very low. The April event was attended by approximately 15 parents.	Increase the number of parents who attend coffee with the counselors to an average of 25 per event
Participation in Various Surveys Created District or McNair High School	43 parents responded to the parent survey that was sent in Spring of 2021.	Increase the percentage of parents who respond to the parent survey by approximately 100%, bringing the total to approximately 86 respondents.
Parent Participation in WASC Probationary Report Process	McNair will be engaging in the WASC self study process during the 2022-2023 school year. Parent participation will be sought and data collected.	Include at least 10 parents in the WASC Self Study process.

Planned Strategies/Activities

Strategy/Activity 1

PI 1

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

August 02, 2021 through June 3, 2022

Person(s) Responsible

Administration, site staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Budget Reference	5715 Print Shop
Amount	1000
Source	Title I: Parent Involvement
Budget Reference	5711 Postage
Description	Postage and printed materials for parent involvement.

Strategy/Activity 2

PI 2

Provide opportunities for parents to engage in training related to topics that are important to parents during this time of distance learning as well as when students return to campus on a full time basis. Funds may be used to pay for outside speakers to provide training for parent.

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

August 02, 2021 through June 3, 2022

Person(s) Responsible

Principal, vice-principal, clerical staff

Proposed Expenditures for this Strategy/Activity

Amount	3165
Source	Title I: Parent Involvement

Budget Reference	5800 Prof and Operating/Consultants
Description	Presenters from outside of Lodi USD.

Strategy/Activity 3

PI 3

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

August 02, 2021 through June 3, 2022

Person(s) Responsible

All staff.

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	Teachers

Strategy/Activity 4

PI 4

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

August 02, 2021 through June 3, 2022

Person(s) Responsible

Clerical Staff

Proposed Expenditures for this Strategy/Activity

Amount	501
Source	Title I: Parent Involvement
Budget Reference	2420 Clerical Temp
Description	Timecards
Amount	501

Source	Title I: Parent Involvement
Budget Reference	2200 Class Support Temp
Description	Timecards

Strategy/Activity 5

PI 5
McNair High School will utilize Community Liaison Assistants to assist with communication between the school and the home. This may include parent meetings and home visits beyond the normal work day.

Students to be Served by this Strategy/Activity

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

Timeline

August 02, 2021 through June 3, 2022

Person(s) Responsible

Clerical Staff

Proposed Expenditures for this Strategy/Activity

Amount	1100
Source	Title I: Parent Involvement
Budget Reference	2120 Para Temp
Description	Timecards

Strategy/Activity 6

PI 6
Provide opportunities for teachers, counselors and other staff to emphasize the importance of parent involvement in school. This may include trainings and conferences provided by outside organizations

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

August 02, 2021 through June 3, 2022

Person(s) Responsible

Principal, Vice-principal

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	Parent oportunities

Strategy/Activity 7

PI 7

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

August 02, 2021 through June 3, 2022

Person(s) Responsible

Principal, Vice-Principal and Counselors

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

Professional Development: Teachers, counselors and administrators at McNair High School will engage in professional development activities that include but will not be limited to activities that focus on Response To Intervention (RTI), Professional Learning Communities (PLC) , Leadership, Special Education and other professional development activities provided by the district and the county office of education. Teachers, including English/Language Arts Teachers, Math Teachers, Social Science Teachers and Science Teachers and will be provided with release time and/or paid at the adjunct rate to work beyond their contract time for the purpose of creating and refining common assessments and analyzing data for the purpose of driving future instruction.

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The number of teachers who attend conferences, or other professional development activities away from the school site.	Data is not currently available for professional development during the 2021-2022 school year. Off-Site professional development opportunities remained sporadic due to restrictions put in place because of the COVID-19 pandemic as well as the shortage of substitute teachers. Data will be available at the conclusion of the 2021-2022 school year.	An appropriate outcome will be determined based on the data collected in June of 2022.

Planned Strategies/Activities

Strategy/Activity 1

PD 1

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

All teachers, vice-principal, and principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Weekly Collaboration Time

Strategy/Activity 2

PD 2

Provided opportunities for teachers and administrators to attend conferences focused on a variety of topics, including technology, student engagement and Multi Tiered Systems of Support (MTSS). An area for focus to the 2021-2022 school year is the development and implementation of a Multi Tiered System of Support (MTSS). This includes the implementation of a flextime period. During the 2022 -2023 school year teachers and administrators will engage in professional development activities that focus on MTSS. Teachers and administrators will also research existing MTSS programs in an effort to determine what would be most effective for McNair High School. Activities may include, but will not be limited to MTSS conferences offered by Solution Tree, conferences offered by the bureau of educational research and other organizations.

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount

25000

Source

Title I

Budget Reference

5220 Conference

Description

Conferences

Strategy/Activity 3

PD 3

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Principal, Vice-Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitute Teachers
Amount	4000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecards

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Graduation Rate

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Graduation Rate	The latest available data indicated that the graduation rate for 2021 was 84.7%. Data for 2022 is not currently available.	The graduation rate will increase by 5.3% to 90%

Planned Strategies/Activities

Strategy/Activity 1

G1

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Counselors,principal, vice-principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Counselors

Strategy/Activity 2

G2

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Counselors,principal, vice-principal

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Counselors

Strategy/Activity 3

G3

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School.

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Counselors,principal, vice-principal, teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Funded
Independent Study Program

Strategy/Activity 4

G4

The principal, vice-principal, counselors and career center technician will plan graduation activities, including but not limited to student and parent informational meetings over the course of the 2022-2023 school year. Students and parents will be made aware of scholarships, financial aid and vocation opportunities .

Students to be Served by this Strategy/Activity

All students enrolled at McNair Hgh School

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Counselors, principal, vice-principal, career center technician

Proposed Expenditures for this Strategy/Activity

Amount	1100
Source	Title I
Budget Reference	2420 Clerical Temp
Description	Timecards

Strategy/Activity 5

G5

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

Students to be Served by this Strategy/Activity

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

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Principal, Social Science Teachers, World Language Teachers

Proposed Expenditures for this Strategy/Activity

Amount	9400
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecards

Strategy/Activity 6

Students to be Served by this Strategy/Activity

.

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

College and Career Readiness

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Percentage of students who met the A-G requirements during the 2020-2021 school year was 29%.

The percentage of students from the class of 2021 reported their post high school plans is as follows.

Four-Year College/University	20%
Community College.....	20%
Trade Schools.....	1%
Military.....	5%
Did Not State.....	54%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The number of students who graduate from McNair High School meeting the A-G requirements for graduation.	The percentage of students who met the A-G requirements was 29%.	The percentage of students who meet the A-G requirements will increase by 6% to 35% from the 2020-2021 total.
The number of students who are college a and career ready according to the California Dashboard	Due to the COVID-19 pandemic, there was no data available regarding college and career readiness from the California Dashboard. The data from the 2019 California Dashboard indicated that 45% of student were College and Career ready.	45% of graduates will be College and Career ready according to the California Dashboard

Planned Strategies/Activities

Strategy/Activity 1

C & C 1

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

Students to be Served by this Strategy/Activity

Students enrolled in AVID classes at McNair High School.

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Site AVID Coordinator, AVID Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

AVID Program

Strategy/Activity 2

C & C 2

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

Students to be Served by this Strategy/Activity

Students enrolled in AVID classes at McNair High School.

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Site AVID Coordinator, AVID Teachers

Proposed Expenditures for this Strategy/Activity

Amount

4000

Source

Title I

Budget Reference

1120 Teacher Temp

Description

Timecards

Amount

4000

Source

Title I

Budget Reference

1150 Teacher Sub

Description

Substitutes

Strategy/Activity 3

C & C 3

Students enrolled in AVID Classes will have the opportunity to explore college and career options of the course of the 2022-2023 school year.

Students to be Served by this Strategy/Activity

Students enrolled in AVID classes at McNair High School.

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Site AVID Coordinator, AVID Teachers

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

5000

Source

Title I

Budget Reference

5872 Field Trips

Description

Study Trips

Strategy/Activity 4

C & C 4

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

Students to be Served by this Strategy/Activity

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

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Seminar 101 Teachers

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

4000

Source

Title I

Budget Reference

1120 Teacher Temp

Description	Timecards
Amount	4000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitute Teachers

Strategy/Activity 5

C & C 5

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

Students to be Served by this Strategy/Activity

All students enrolled at McNair High School

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Principal, Vice-Principal, Counselors

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	Counselors Seminar 101 Classes

Strategy/Activity 6

C&C 6

Provide supplemental materials for ninth grade students enrolled in Seminar 101 classes.

Students to be Served by this Strategy/Activity

All ninth grade students enrolled in Seminar 101

Timeline

August 02, 2021 through June 3, 2022

Person(s) Responsible

Principal, Counselors, Seminar 101 Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

C&C 7

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

Students to be Served by this Strategy/Activity

All Students Enrolled at McNair High School

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	21238
Source	Title I
Budget Reference	4475 Technology (\$500-\$9,999)
Description	Supplemental Technology

Strategy/Activity 8

C&C 8

Provide supplemental funding for McNair's counseling staff to work beyond contracted time for the purpose of providing support to McNair students who are completing college applications.

Students to be Served by this Strategy/Activity

All seniors at McNair High School.

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

McNair's Counseling Staff

Proposed Expenditures for this Strategy/Activity

Amount	7,501
Source	Title I
Budget Reference	1920 Other Cert Temp

Description

Timecards

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Promote a Positive School Climate

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rates, including Tardies	Attendance rate for the 2020-2021 school year was 94.24% Tardy Data for 2020-2021 is not currently available	Data for the 2021-2022 school year will be available in June of 2022. Once a baseline is established, appropriate outcomes will be determined.
Suspension and Expulsion Rates	During the 2020-2021 school year there were 22 suspensions and 0 expulsions.	Data for the 2021-2022 school year will be available in June of 2022. Once a baseline is established, appropriate outcomes will be determined.
Number of students who participate in intervention programs during the 2022-2023 school year	Data for the number of students who participated in intervention programs during the 2020-2021 school year is not currently available.	Data for the 2021-2022 school year will be available in June of 2022. Once a baseline is established, appropriate outcomes will be determined.

Planned Strategies/Activities

Strategy/Activity 1

Provide release time and or adjunct pay for teachers to meet with feeder middle schools and elementary schools for the purpose of articulation or to provide services for McNair students . This may include teachers and students making presentations to current students and/or current McNair students working with elementary and middle schools students in an effort to prepare them for High School.

Students to be Served by this Strategy/Activity

All students at McNair High School.

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Principal, Vice-Principal, Assistant Principals, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1999
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Adjunct Pay for Articulation
Amount	2001
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Release days for articulation

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

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

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Principal, Community Liaison Assistant

Proposed Expenditures for this Strategy/Activity

Amount	1100
Source	Title I
Budget Reference	2200 Class Support Temp

Description

Provide funding for classified staff to provide additional supports to students beyond his contracted day. This includes additional funding for McNair's Community Liaison Assistant to conduct home visits and additional funding for other classified staff to provide supplemental support for various programs on campus. .

Strategy/Activity 3

Purchase Ripple Effects Software

Students to be Served by this Strategy/Activity

Students who are referred to McNair High School's On Campus Intervention program for disciplinary reasons and students who are in need of Tier 2 and Tier 3 interventions according to McNair's PBIS model.

Timeline

August 1, 2022 through June 2, 2023

Person(s) Responsible

Assistant Principals, On Campus Intervention Teacher

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

1050

Source

Title I

Budget Reference

5875 Technology Licenses

Description

Ripple Effects Social Emotional Learning Software

Form C: Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	166,605.00

Allocations by Funding Source




Funding Source	Amount	Balance
Title I	159338	0.00
Title I: Parent Involvement	7267	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	159,338.00
Title I: Parent Involvement	7,267.00

Preliminary Plan

Final Plan

 05/13/2022 12:00 am
Principal *Date*
 05/13/2022 12:00 am
SSC Chairperson *Date*
 05/17/2022 03:00 pm
Program Manager *Date*

Principal *Date*
SSC Chairperson *Date*
Program Manager *Date*

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
5715 Print Shop		0.00
1120 Teacher Temp	Title I	33,798.00
1150 Teacher Sub	Title I	24,000.00
1920 Other Cert Temp	Title I	7,501.00
2200 Class Support Temp	Title I	1,100.00
2420 Clerical Temp	Title I	1,100.00
4200 Books	Title I	7,500.00
4300 Materials	Title I	5,000.00
4375 Technology (under \$500)	Title I	10,000.00
4475 Technology (\$500-\$9,999)	Title I	26,239.00
5220 Conference	Title I	25,000.00
5872 Field Trips	Title I	5,000.00
5875 Technology Licenses	Title I	13,100.00
2120 Para Temp	Title I: Parent Involvement	1,100.00
2200 Class Support Temp	Title I: Parent Involvement	501.00
2420 Clerical Temp	Title I: Parent Involvement	501.00
4325 Food For Meetings	Title I: Parent Involvement	1,000.00
5711 Postage	Title I: Parent Involvement	1,000.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	3,165.00

FORM D: School Site Council Membership

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

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

Name of Members	Role
Mark J. Dawson	Principal
Martha Yates	Classroom Teacher
Michael Gould	Classroom Teacher
Randall Waters	Classroom Teacher
Gigi Mandujan	Classroom Teacher
Gabriella Nunez	Other School Staff
Amy Mezey	Parent or Community Member
Mary Pedraza	Parent or Community Member
Rosalena Valenzuela	Parent or Community Member
Sara Song	Secondary Student
Juan Guzman	Secondary Student
Marissa Duterte	Secondary Student

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

FORM E: Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 05/12/2022 12:00 am.

Attested:

Preliminary Plan

Final Plan



05/13/2022 12:00 am

02/25/2022 12:00 am

Principal

Date

Principal

Date



05/13/2022 12:00 am

02/25/2022 12:00 am

SSC Chairperson

Date

SSC Chairperson

Date



05/17/2022 03:00 pm

Program Manager

Date

Program Manager

Date