



EAGLES

McNAIR HIGH

Additional Targeted Support and Improvement (ATSI)

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ronald E. McNair High School	39685850108225	April 29, 2025	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Ronald E. McNair High School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices..

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Ronald E. McNair High 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

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Self-Reflection

The process began with a self-reflection phase in January 2025, during which 82 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review

In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included

examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement

The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement

Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Based upon the California School Dashboard state indicators, Ronald E. McNair High School has been identified for Additional Targeted Support and Improvement (ATSI). The following subgroup, White students, entered ATSI due to meeting the criteria based on the following indicator: Suspension rate (Red), as reported on the 2024 CA Dashboard release. In order to move the performance level on the indicator for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed comprehensively, through a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives and will be implemented as described in the Goals, Strategies/Activities, and Expenditures in this SPSA. Ronald E. McNair High School professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging, and nurturing community.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the 2024 California School Dashboard data for Ronald E. McNair High School, several areas require significant improvement due to low performance levels and notable disparities among student groups.

Identified Areas of Low Performance:

Mathematics performance is in the Red category, with all students scoring an average of 129.4 points below standard. Student groups such as African American, English Learners, Long-Term English Learners, Socioeconomically

Disadvantaged students, and Students with Disabilities are especially impacted, each performing in the Red category with scores over 100 points below standard.

English Language Arts is in the Orange category, declining by over 23 points. Students with Disabilities, Long-Term English Learners, and Socioeconomically Disadvantaged students demonstrate particularly low proficiency.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

College/Career Readiness indicators show deep gaps. English Learners, Long-Term English Learners, and Students with Disabilities are in the Red performance band, with only 1–2% meeting the "Prepared" criteria.

Suspension Rates for White students are in the Red category (18.9%), while African American and Two or More Races student groups are in Orange, reflecting ongoing issues with school climate and equity in discipline.

Significant Performance Gaps:

- *English Learners and Long-Term English Learners consistently underperform across multiple indicators (Math, ELA, College/Career, and EL Progress), indicating a systemic need for targeted language acquisition and academic support.

- *The gap between Asian students (Green or Yellow in several areas) and underperforming student groups (e.g., African American, ELs, Students with Disabilities) exceeds two performance levels, emphasizing inequities in access to high-quality instruction and support.

Steps Taken or Planned:

To address these challenges, the school has initiated several improvement strategies:

- *Targeted academic interventions during and after school hours, particularly in Math and ELA.

- *Increased professional learning for teachers focused on evidence-based instructional strategies and supports for English Learners and Students with Disabilities.

- *Restorative practices and PBIS initiatives are being expanded to reduce suspension rates and improve school climate.

- *College and Career preparation programs are being restructured to include more support for underrepresented groups, including access to A-G aligned coursework and CTE pathways.

- *The site is actively engaging with district leadership and external partners, such as WestEd, to support instructional coaching and strategic planning aligned with turnaround principles.

These efforts are designed to improve student achievement, close equity gaps, and ensure all students are prepared for college, career, and life success.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Growth and Achievement

Our goal is to increase academic growth and achievement for all students by implementing high-impact instructional strategies, using data to inform teaching, and providing targeted interventions and enrichment opportunities—ensuring that every student makes measurable progress toward college and career readiness. By prioritizing data-driven instruction and equitable learning opportunities, this targeted improvement will contribute to the overall academic growth and success of our students, preparing them for college, career, and lifelong learning. Ronald E. McNair High School is committed to improving academic performance through the ongoing implementation of the Multi-Tiered System of Support (MTSS). By leveraging consistent, reliable data and ensuring a culturally responsive, strength-based, and differentiated learning experience, we strive to meet the diverse needs of all students.

Our goal is to achieve a 5% increase in proficiency on key universal measures in English Language Arts, Mathematics, and Science, including:

English Language Arts (ELA):

- 11th grade ELA CAASPP
- 2025 CA Dashboard ELA

Mathematics:

- 11th grade Math CAASPP
- 2025 CA Dashboard Math

Science:

- 11th grade Science CAST
- 2025 CA Dashboard Science

English Learners:

- 5% increase in proficiency as measured by the English Language Proficiency Assessments for California (ELPAC)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1: All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

LCAP Goal #2: All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of Ronald E. McNair High School's California Dashboard data reveals significant academic performance challenges and equity gaps that align closely with the priority needs identified in the Comprehensive Needs Assessment. The school received a Red performance level in Mathematics, with students scoring 129.4 points below standard and six student groups—including African American, English Learners, Long-Term English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities—also in the Red. In English Language Arts, McNair scored Orange overall, but five student groups were in the Red, indicating a two-level or more performance gap. These trends highlight the urgent need for consistent and differentiated professional development (Four Domains Practice 2.2) to support teachers in addressing the diverse academic and behavioral needs of students.

Additionally, the school's ability to effectively monitor short-term and long-term goals is an identified area for improvement. With Dashboard indicators in the Orange for English Learner Progress and College/Career readiness—and three student groups in the Red for the latter—establishing structured systems for progress monitoring is critical. Regular data chats, collaborative meetings, and transparent goal-setting processes will enable staff to adjust instruction based on student outcomes and ensure alignment with schoolwide improvement efforts. Addressing these priority needs is essential for reducing performance gaps and improving outcomes for Ronald E. McNair's most at-risk student populations.

This goal is based on disaggregated data from the following sources:

- The 2023-2024 11th grade CAASPP ELA Assessment
- The 2023-2024 11th grade CAASPP Math Assessment
- The 2023-2024 11th grade CAST Assessment
- The 2023-2024 English Language Proficiency Assessments for California (ELPAC)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard: ELA- 11th Grade ONLY	<p>All students performed in the Orange performance band for English Language Arts on the 2024 California Dashboard, scoring 34.5 points below standard. This was a decline of 23.8 points.</p> <p>English Learners performed in the Red performance band, with a score of 104.4 points below standard on the 2024 California Dashboard. This was a decline of 5.3 points.</p>	<p>All students are expected to perform in the Yellow performance band and decrease their distance from standard by 3 or more points on the 2025 California Dashboard.</p> <p>English Learner students are expected to perform in the Orange performance band and decrease their distance from standard by 3 or more points on the 2025 California Dashboard.</p>
11th Grade CAASPP English Language Arts	<p>During the 2023-2024 school year, 39.11% of 11th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2023-2024 school year, 1.67% of 11th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p>	<p>During the 2024-2025 school year, 44% or more of 11th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2024-2025 school year, 6% of 11th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p>
11th Grade CAASPP Mathematics	During the 2023-2024 school year, 12.96% of 11th grade students met or exceeded standards on	During the 2024-2025 school year, 18% of 11th grade students will meet/exceed standards on

	<p>CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2023-2024 school year, 0% of 11th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p>	<p>CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2024-2025 school year, 5% of 11th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p>
California Dashboard: Mathematics-11th Grade ONLY	<p>All students performed in the Red performance band for Mathematics on the 2024 California Dashboard, scoring 129.4 points below standard. This was a decline of 17.5 points.</p> <p>English Learners also performed in the Red performance band for Mathematics, with a score of 190.9 points below standard. This was a decline of 11.8 points.</p>	<p>All students are expected to perform in the Orange performance band by decreasing the distance from standard by 3 or more points in Mathematics on the 2025 California Dashboard.</p> <p>English Learners are expected to perform in the Orange performance band by decreasing the distance from standard by 3 or more points in Mathematics on the 2025 California Dashboard.</p>
California Science Test CAST	<p>During the 2023-2024 school year, 16.71% of 11th grade students met or exceeded standards on CAST Assessment in Science.</p> <p>During the 2023-2024 school year, 2.86% of 11th grade English Learner students met or exceeded standards on CAST Assessment in Science.</p>	<p>During the 2024-2025 school year, 20% of 11th grade students will meet/exceed standards on the CAST Assessment in Science.</p> <p>During the 2024-2025 school year, 7% of 11th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.</p>
California Dashboard: Science	<p>All Students: No Performance Color in 2024. This was 21.5 points below standard.</p> <p>English Learners: No Performance Color in 2024. This was 29.5 points below standard.</p>	<p>All Students will decrease the distance from standard by 5 or more points on the 2025 California Dashboard for Science.</p> <p>English Learners will decrease the distance from standard by 5 or more points on the 2025 California Dashboard for Science.</p>
California Dashboard: English Learner Progress Indicator	<p>40.8 % of English Learners made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.</p>	<p>45% of English Learners will demonstrate progress toward English language proficiency, as measured by the 2025 California School Dashboard.</p> <p>To achieve performance in the Green band, the percentage of students making progress will increase by at least 4.2%.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

1.1	<p>The WINGS (What I Need for Growth and Success) Program provides a structured opportunity for remediation and acceleration through a weekly modified class schedule.</p> <ul style="list-style-type: none"> Personalized Learning Paths: Uses formative assessments and class progress to assign students to remediation or acceleration groups based on need. Flexible Grouping: Allow students to move fluidly between groups to ensure continuous progress. 	All students enrolled at McNair High School	<p>\$5,097 Title I 4300 Materials materials and supplies to support the WINGS program</p>
1.2	<p>Ronald E. McNair High School will provide language support for ELL students by utilizing bilingual paraeducators. ELL Teachers at McNair will work with District English/Language Arts Coaches to develop strategies to further assist English Language Learners. Community Liaisons will be utilized to keep parents up to date, in their primary language, as to their child's progress.</p>	All English Language Learners enrolled at McNair High School	<p>\$0 Paraeducators District Coaches Community Liaisons</p>
1.3	<p>Implement MTSS data conferences with leadership, instructional teams, and counselors to review student data and progress.</p> <ul style="list-style-type: none"> Provide release time and/or pay at the adjunct rate for teachers to: Analyze universal screeners and state and local data Collaborate, plan, and respond with best practices Collaborate with feeder schools: Include specialists such as speech therapists, resource specialists, intervention teachers, and counselors—tiered approach while considering the whole child. 	All students enrolled at McNair High School	<p>\$3,240 Title I 1150 Teacher Sub Teacher Subs to support release time \$810 Title I 3000 Benefits Teacher Sub benefits \$3,471 Title I 1120 Teacher Temp Teacher timecards to support before/after contracted time collaboration and professional learning. \$867 Title I 3000 Benefits Teacher timecard benefits</p>
1.4	<p>Implement monthly data meetings with leadership, instructional teams, and counselors to review student data and progress.</p>	All students enrolled at McNair High School	\$0
1.5	<p>Embedded, On-site Targeted Professional Learning</p> <ul style="list-style-type: none"> Develop a coaching model where high-performing teachers mentor new and struggling teachers. Implement teacher learning cohorts or PLCs focused on best practices in differentiated instruction, intervention strategies, and culturally responsive teaching. Professional Development Opportunities and Training to support the Multi-Tiered 	All students enrolled at McNair High School	<p>\$19,225 Title I 5220 Conference \$0 Title I 1150 Teacher Sub See action step 1.3 \$0 Title I 3000 Benefits See action step 1.3 \$0</p>

	System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.		Title I 1120 Teacher Temp See action step 1.3 \$0 Title I 3000 Benefits See action step 1.3
1.6	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions. Licenses may include, but will not be limited to Digital Theater and No Red Ink. This may also include zspace technology.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All 9-12 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction. Supplies may also include but will not be limited to Planners.</p>	All students enrolled at McNair High School	<p>\$21,000 Title I 5875 Technology Licenses Supplemental technology licenses to support instruction \$17,000 Title I 4475 Technology (\$500-\$9,999) Technology to support instruction \$1,000 Title I 4300 Materials AVID supplies</p>
1.7	Students will have access to after school instructional support/tutoring.	All students enrolled at McNair High School	<p>\$0 Title I 1120 Teacher Temp Teacher timecards before/after school contracted hours \$0 Title I 3000 Benefits Teacher timecard benefits</p>
1.8	<p>Purchase supplemental library materials to support literacy, research, college & career goals:</p> <ul style="list-style-type: none"> • Classroom libraries • School library enhancement • Digital & physical copies 	All students enrolled at McNair High School	<p>\$2,320 Title I 4200 Books Supplemental/additional books</p>
1.9	<p>Technology and Equipment Supporting Core Instruction:</p> <p>Technology and equipment to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects.</p> <p>Technology and Equipment may include, but will not be limited to Supplemental Math Equipment and Science Lab Equipment.</p>	All students enrolled at McNair High School	<p>\$1,500 Title I 4475 Technology (\$500-\$9,999) Additional Math/Science lab equipment to supplement core instruction \$1,500 Title I 4400 Equipment (\$500-\$9,999) Additional Math/Science lab equipment to supplement core instruction</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
9th-12th CP English (or other a-g English course) enrollment	<p>During the 2024-2025 school year, % of 9th-12th grade students will enroll in CP English (or other a-g English course).</p> <p>Expected Enrollment Data---At least 90% of McNair students will enroll in English CP or other a-g English Courses.</p> <p>English 9 CP or other a-g Grade 9 English Course ---90% English 10 CP or other a-g Grade 10 English Course---90% English 11 CP or other a-g Grade 11 English Course---90% English 12 CP or other a-g Grade 12 English Course---95%</p>	<p>During the 2024-2025 school year, the following percentage of 9th-12th grade students enrolled in a-g/CP English courses.</p> <p>English 9 CP or other a-g Grade 9 English Course ---83% English 10 CP or other a-g Grade 10 English Course---82% English 11 CP or other a-g Grade 11 English Course---73% English 12 CP or other a-g Grade 12 English Course---97%</p>
9th-12th a-g/CP Mathematics enrollment	<p>During the 2024-2025 school year, 71% of 9th-12th grade students will enroll in a-g/CP Mathematics courses.</p>	<p>During the 2024-2025 school year, 66.6% of 9th-12th grade students enrolled in a-g/CP Mathematics courses.</p>
9th-12th a-g/CP Science enrollment	<p>During the 2024-2025 school year, 81% of 9th-12th grade students will enroll in a-g/CP Science courses.</p>	<p>During the 2024-2025 school year, 69% of 9th-12th grade students enrolled in a-g/CP Mathematics courses.</p>
California Dashboard: ELA (11th grade only)	<p>Ronald E. McNair students will increase proficiency towards the standard as demonstrated by the 2024 CA Dashboard.</p> <p>Maintain Yellow band Students will increase a minimum of 5.0 points towards standard.</p>	<p>All students performed in the Orange performance band for English Language Arts on the 2024 California Dashboard, scoring 34.5 points below standard.</p> <p>English Learners performed in the Red performance band, with a score of 104.4 points below standard on the 2024 California Dashboard.</p>
California Dashboard: Math (11th grade only)	<p>Ronald E. McNair students will increase proficiency towards the standard as demonstrated by the 2024 CA Dashboard.</p> <p>Maintain Yellow band Students will increase a minimum of 5.0 points towards standard.</p>	<p>All students performed in the Red performance band for Mathematics on the 2024 California Dashboard, scoring 129.4 points below standard.</p> <p>English Learners also performed in the Red performance band for Mathematics, with a score of 190.9 points below standard.</p>
California Science Test: CAST	<p>During the 2023-2024 school year, 25% of 11th grade students will meet or exceed the standards as reported on the CAST.</p>	<p>During the 2023-2024 school year, 16.71% of 11th grade students met or exceeded standards on CAST Assessment in Science.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		During the 2023-2024 school year, 2.86% of 11th grade English Learner students met or exceeded standards on CAST Assessment in Science.
11th Grade CAASPP English Language Arts	During the 2023-2024 school year, 53% of 11th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.	<p>During the 2023-2024 school year, 39.11% of 11th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2023-2024 school year, 1.67% of 11th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p>
11th Grade CAASPP Mathematics	During the 2023-2024 school year, 23% of 11th grade students will meet or exceed standards on CAASPP/SBAC Assessments in Math.	<p>During the 2023-2024 school year, 12.96% of 11th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2023-2024 school year, 0% of 11th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p>

Analysis

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

Goal 1: Academic Performance Improvement through MTSS

- The WINGS program was implemented with structured intervention and acceleration periods, leading to improved student engagement.
- Monthly MTSS Data Meetings facilitated data-driven decision-making, refining instructional strategies.
- Embedded, on-site professional learning fostered mentorship and knowledge sharing among educators.
- Progress Monitoring: Student progress will be tracked through formative assessments and MTSS data reviews to adjust instructional supports as needed.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goal 1: Academic Performance Improvement through MTSS

- Some students lacked consistent intervention due to scheduling challenges.
- Additional instructional resources were required, leading to budget adjustments.

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.

Based on the 2024 Dashboard data and the Comprehensive Needs Assessment, McNair High School should prioritize academic action steps in the 2025–26 SPSA that include: expanding targeted professional development to support rigorous, evidence-based instruction in ELA and Math; strengthening the use of data to monitor progress toward schoolwide academic goals; implementing schoolwide systems for analyzing student performance and aligning instructional strategies; and increasing academic supports for underperforming student groups, particularly English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Under Goal 1: Academic Performance Improvement through MTSS, the school will also refine flexible grouping methods for intervention and acceleration and allocate additional funding for instructional materials and training.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

SEL/Behavioral (Social-Emotional Learning/Positive Behavioral Interventions and Supports)

Ronald E. McNair High School will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #3: All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have noted that our suspension rate is an area of significant need. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Suspension Rate	<p>2024 CA Dashboard Suspension</p> <p>The Suspension Rate for the ALL-Student Group as reported on the 2024 CA Dashboard was 7.9%. This was a decrease of 3.5%.</p> <p>The Performance Color for the ALL-Student Group is Yellow.</p> <p>The Suspension Rate for English Learners as reported on the 2024 CA Dashboard was 6.4%. This was a decrease of 5.1%.</p> <p>The Performance Color for the ALL-Student Group is Yellow.</p>	<p>2025 CA Dashboard Suspension</p> <p>The Suspension Rate for the ALL-Student Group as reported on the 2025 CA Dashboard will be 6%. This will be a decrease of 1.9%.</p> <p>The Performance Color for the ALL-Student Group will move from Yellow to Green.</p> <p>The Suspension Rate for English Learners as reported on the 2025 CA Dashboard as reported on the 2025 CA Dashboard will be 6%. This will be a decrease of 0.4%.</p> <p>The Performance color for English Learners will move from Yellow to Green.</p>
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	<p>2024-2025 Local Data:</p> <p>Tier 1 TFI Score---33%</p>	<p>2025-2026 Local Data:</p> <p>During the 2025-2026 school year, the TFI ratings will be:</p>

	Tier 2 TFI and Tier 3 TFI were not administered. Those will be new metrics for the 2025-2026 School Year.	<ul style="list-style-type: none"> • Tier 1 TFI Score 40% • Tier 2 TIF Score 25% • Tier 3 TIF Score 25%
PBIS Recognition	For the 2024-2025 school year, Ronald E. McNair rebuilt its PBIS Program and did not apply for recognition. Therefore, there is no data available.	During the 2025-2026 school year, Ronald E. McNair will seek Silver Recognition by the PBIS Coalition.
Panorama Survey	<p>Based on Panorama Survey Results, McNair students responded under 40% favorably in two areas: Sense of Belonging and Self-Efficacy, during the Fall and Winter Administrations of the 2024-2025 Panorama Survey.</p> <p>Sense of Belonging was favorably rated at 32% (increase of 1) in the Fall and 37% (increase of 5) in the Winter.</p> <p>Self-Efficacy was favorably rated at 37% (decrease of 5) in the Fall and 35% (decrease of 2) in the Winter.</p>	<p>For the 2025-2026 school year, Ronald E. McNair will increase the favorable rate during the Fall and Winter Administrations in the areas of:</p> <ul style="list-style-type: none"> • Sense of Belonging---to a favorable rate of 40% • Self-Efficacy---to a favorable rate of 40%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Use real-time attendance dashboards to identify and intervene with at-risk students. Implement attendance case management meetings with teachers, counselors, and families for students missing 10% or more school days.	All students enrolled at McNair High School	\$0 LCFF
2.2	Administrative Team to weekly analyze suspension, chronic absenteeism, and discipline data monthly, identifying trends and root causes. Utilize early warning systems to identify students at risk of chronic absenteeism or suspension and provide timely interventions.	All students enrolled at McNair High School	\$0 LCFF
2.3	Embed social-emotional learning (SEL) lessons into Student Success Classes (Homeroom), focusing on self-regulation, responsible decision-making, and relationship-building.	All students enrolled at McNair High School	\$1,000 Title I 4300 Materials
2.4	<p>Positive Behavior Interventions and Supports</p> <p>Develop and Implement PBIS systems</p> <p>Establish clear behavioral expectations (behavioral matrix) for all areas of the school</p> <p>Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs</p> <p>Design and implement proactive strategies to prevent challenging behaviors</p>	All students enrolled at McNair High School	\$0 Title I 1150 Teacher Sub See Goal 1.1.3 \$0 Title I 3000 Benefits See Goal 1.1.3 \$0 Title I

	Supporting Staff and Students Offer guidance and resources to teachers and staff for implementing behavior interventions Provide direct support and guidance for students who require additional behavior support Foster a positive and inclusive school culture through PBIS Initiatives		1120 Teacher Temp See Goal 1.1.3 \$0 Title I 3000 Benefits See Goal 1.1.3
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard-Suspension Rate	Move the ALL Student Group to 6% (Orange). This is a decrease of 5.4%.	<p>2024 CA Dashboard Suspension</p> <p>The Suspension Rate for the ALL-Student Group as reported on the 2024 CA Dashboard was 7.9%. This was a decrease of 3.5%.</p> <p>The Performance Color for the ALL-Student Group is Yellow.</p> <p>The Suspension Rate for English Learners as reported on the 2024 CA Dashboard was 6.4%. This was a decrease of 5.1%.</p> <p>The Performance Color for the ALL-Student Group is Yellow.</p>
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	Outcome will be determined once initial data is available.	For the 2024-2025 school year, Ronald E. McNair rebuilt its PBIS Program. PBIS was not implemented with fidelity. Our Tier 1 TFI Score was 33%.
PBIS Recognition	Ronald E. McNair will seek Silver recognition by the PBIS Coalition during the 2024-2025 school year.	For the 2024-2025 school year, Ronald E. McNair rebuilt its PBIS Program and did not apply for recognition. Therefore, there is no data available.
Panorama Survey	McNair High School will increase the 2024-2025 Panorama Survey response rates to 55% in all administrations of the survey.	McNair High School decreased in the response rates of the 2024-2025 Panorama Survey responses to an average of about 35% in all administrations of the survey.

Analysis

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

Previously Goal 4: Social-Emotional & Behavioral Supports

Real-time attendance dashboards helped identify students at risk of chronic absenteeism, leading to targeted interventions.

Social-emotional learning (SEL) lessons were embedded into curricula to support students' behavioral and emotional development.

Progress Monitoring: Attendance trends and behavioral incident reports will be analyzed to measure the impact of SEL initiatives and attendance interventions.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Previously Goal 4: Social-Emotional & Behavioral Supports

Inconsistent parental involvement in attendance interventions required new engagement strategies.

Additional staffing was needed for effective attendance case management.

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.

McNair High School is committed to creating a positive and supportive learning environment for all students through its schoolwide PBIS (Positive Behavioral Interventions and Supports) program. This includes setting clear behavior expectations, teaching students important social-emotional skills like self-control, responsible decision-making, and building healthy relationships, and providing extra support for students who may need help with behavior or attendance. Teachers and staff will receive training and resources to better support students, and SEL (Social-Emotional Learning) lessons will be built into homeroom classes to help students grow socially and emotionally. The school will regularly review behavior and attendance data to catch early signs of concern and offer timely help. Families will be invited to work closely with the school through attendance meetings if a student is missing too many days, and outreach will be increased to make sure parents are part of the solution. More support staff will also be added to help with both attendance and behavior, and the school will closely monitor how SEL lessons are helping students succeed in and out of the classroom.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision-making processes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Many parents express a desire to be more engaged in their children's education and school community, but face barriers such as conflicting schedules, limited communication channels, and unclear expectations regarding their involvement. This gap highlights the need for a more accessible and inclusive approach to parent engagement that accommodates diverse schedules and preferences, while clearly defining the roles and benefits of active involvement in the educational process.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night Attendance	During the 2024-2025 school year, 112 parents signed in at the August Back to School Night. This was a decrease of 41 parents.	The number of parents who sign in at Back to School Night will increase by 5%.
Coffee with the Counselors	During the 2024-2025 school year, the average number of parents who attended Coffee with the Counselors was 18.4. This was a decrease of 6.6.	The number of parents who attend Coffee with the Counselor meetings will increase by 5%.
9th Grade Parent Orientation	During the 2024-2025 school year, 56 parents signed in at the 9th Grade Parent Orientation.	The number of parents who sign in at 9th Grade Parent Orientation will increase by 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Communication	All students enrolled at McNair High School	\$2,000 Title I: Parent Involvement 5715 Print Shop

	Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements.		print shop services to support parent communication \$2,953 Title I: Parent Involvement 5711 Postage postage to support parent communication via mail \$750 Title I: Parent Involvement 4300 Materials paper, envelopes, other supplies to support parent communication
3.2	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	All students enrolled at McNair High School	\$500 Title I: Parent Involvement 4325 Food For Meetings Light snacks for parent meetings
3.3	There will be additional support from clerical staff to assist with communication between home and school. This may also include the assistance of a Community Liaison Assistant and parent meetings beyond the school day.	All students enrolled at McNair High School	\$153 Title I: Parent Involvement 2420 Clerical Temp Classified timecards before/after contracted work hours. \$60 Title I: Parent Involvement 3000 Benefits Classified timecard benefits \$153 Title I: Parent Involvement 2920 Other Class Temp Classified timecards before/after contracted work hours \$60 Title I: Parent Involvement 3000 Benefits Benefits for Classified timecards
3.4	There will be additional support from School Counselors to provided trainings and support for parents and families. This may include providing quarterly trainings to families and well as events beyond the school day.	All students enrolled at McNair High School	\$925 Title I: Parent Involvement 1920 Other Cert Temp Counselor timecards before/after contracted work hours \$231 Title I: Parent Involvement 3000 Benefits Counselor benefits for extra hours

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Back to School Night Attendance	The number of parents who sign in at back to School Night will increase by 5%.	During the 2024-2025 school year, 112 parents signed in at the August Back to School Night. This was a decrease of 41 parents.
Coffee with the Counselors	The number of parents who attend Coffee with the Counselor meetings will increase by 5%.	During the 2024-2025 school year, the average number of parents who attended Coffee with the Counselors was 18.4. This was a decrease of 6.6.

Analysis

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

Goal 3: Strengthening Parent Involvement
The communication plan improved parental engagement through newsletters, parent portals, and digital tools.
Progress Monitoring: Parent attendance at school events and engagement with digital communications will be tracked to measure improvements.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goal 3: Strengthening Parent Involvement
Some families faced digital access barriers, limiting engagement.
Some families faced schedule barriers, limiting engagement.

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.

Goal 3: Strengthening Parent Involvement
Continue digital communication tools to reach more parents.
Increase funding for outreach efforts, including mail and translation services.
Establish regular progress updates to parents regarding student achievement and school involvement opportunities.
Provide more opportunities for parents to attend meetings. This can include both virtual options, as well as those outside of school hours.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College & Career and Graduation

Our goal is to increase the percentage of students who meet the California Department of Education's criteria for College and Career Preparedness by expanding access to rigorous coursework, supporting completion of a–g requirements, increasing CTE pathway completion, and providing students with the skills, experiences, and supports necessary to succeed in postsecondary education and the workforce.

By March 31, 2026, with an implementation of Multi-Tiered System of Support (MTSS), Ronald E. McNair High School will show an increase in proficiency on the following common diagnostic measures:

- College & Career Readiness-CA Dashboard
- 2025 Graduation Rate-CA Dashboard
- a–g Requirements Met

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1: All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This goal is based on disaggregated data from the following sources:

- 2024 College & Career Readiness-CA Dashboard
- 2024 Graduation Rate-CA Dashboard
- 2024 a–g Requirements Met

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard- College/Career	<p>2024 CA Dashboard College/Career</p> <p>The percentage of ALL-Students who were "Prepared" as reported on the 2024 CA Dashboard was 29.4%. This was an increase of 2.3%.</p> <p>The Performance Color for the ALL-Student Group is Yellow.</p>	<p>2025 CA Dashboard College/Career</p> <p>The percentage of ALL-Students who are "Prepared" as reported on the 2025 CA Dashboard will be 32%. This will be an increase of 2.6%.</p> <p>The Performance Color for the ALL-Student Group is to maintain Yellow.</p>
CA Dashboard- Graduation Rate	<p>2024 CA Dashboard Graduation</p> <p>The Graduation Rate for the ALL-Student Group as reported on the 2024 CA Dashboard was 89.5%. This was an increase of 2.8%.</p> <p>The Performance Color for the ALL-Student Group is Green.</p>	<p>2025 CA Dashboard Graduation</p> <p>The Graduation Rate for the ALL-Student Group as reported on the 2025 CA Dashboard will be 92%. This would be an increase of 2.5%.</p> <p>The Performance Color for the ALL-Student Group is to maintain Green or move to Blue.</p>
2024 a-g Requirements Met	<p>2024 a-g DataQuest</p> <p>The percentage of McNair 12th grade students who met a-g Requirements as reported on DataQuest was 31.9%. This was an increase of 1.7%.</p>	<p>The percentage of McNair 12th grade students who meet a-g requirements will increase by 5% from 31.9% to 36.9%.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Counselors will regularly meet with students and parents to enhance collaboration and awareness of students' progress toward graduation requirements.	All students enrolled at McNair High School	\$0 LCFF Counselors
4.2	Implement monthly MTSS data conferences with leadership, instructional teams, and counselors to review student data and progress.	All students enrolled at McNair High School	\$0 LCFF
4.3	Implement monthly data meetings with leadership, instructional teams, and counselors to review student data and progress. As part of these meetings, analyze and implement early warning systems to identify students at risk of not meeting graduation requirements.	All students enrolled at McNair High School	\$0 LCFF
4.4	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. Programs may include, but are not limited to, after school tutoring and/or study hall,	All students enrolled at McNair High School	\$0 LCFF Counselors

	Response to Intervention (RTI) programs within different subject areas, and credit recovery programs.		
4.5	Credit recovery options will be available to students after school. These options will include, but will not be limited to, LUSD's Credit Recovery and Independent Study Programs.	All students enrolled at McNair High School	\$0 LCFF District Funded Independent Study Program
4.6	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 2025-2026 school year. Students and parents will be made aware of scholarships, financial aid, and vocation opportunities.	All students enrolled at McNair High School	\$97 Title I 2420 Clerical Temp \$38 Title I 3000 Benefits
4.8	Counselors will be provided with supplemental funding for the purpose of providing support to students who are completing college applications. Supplemental funding will also be made available for Counselors to present and articulate with feeder schools to increase a-g and graduation awareness.	All students enrolled at McNair High School	\$925 Title I 1920 Other Cert Temp Counselor timecards before/after contracted work hours \$231 Title I 3000 Benefits Counselor timecard benefits
4.10	Weekly meetings with the Vice Principal and counselors to review data and ensure all student supports are appropriate.	All students enrolled at McNair High School	\$0 LCFF
4.11	Students enrolled in AVID classes will have the opportunity to explore college and career options over the course of the 2025-2026 school year.	All students enrolled in AVID at McNair High School	\$5,999 Title I 5872 Field Trips Study trips to support AVID classes and College Visits

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard Graduation Rate	<p>The ALL student group graduation rate will increase by 5% as reported on the 2024 CA Dashboard.</p> <p>The performance color for the ALL-student group will move from Yellow to Green.</p>	<p>2024 CA Dashboard Graduation</p> <p>The Graduation Rate for the ALL-Student Group as reported on the 2024 CA Dashboard was 89.5%. This was an increase of 2.8%.</p> <p>The Performance Color for the ALL-Student Group is Green.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of McNair 12th grade students who have met a-g Requirements	The percentage of McNair 12th grade students who meet a-g Requirements will increase by 5% from 30% to 35%.	2024 a-g DataQuest The percentage of McNair 12th grade students who met a-g Requirements as reported on DataQuest was 31.9%.
CA Dashboard: College/Career Readiness	The percentage of McNair students placing in the "Prepared" level on the College/Career Indicator will increase by 6% to 34.2%. The performance band for the ALL-student group will move to "Medium."	2024 CA Dashboard College/Career The percentage of ALL-Students who were "Prepared" as reported on the 2024 CA Dashboard was 29.4%. The Performance Color for the ALL-Student Group was Yellow.

Analysis

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

Previously Goal 2: College & Career Readiness & Graduation Rate Increase

- Credit recovery programs provided at-risk students with opportunities to regain lost credits, leading to increased graduation rates.
- Regular counselor-student meetings enhanced academic and career planning.
- Progress Monitoring: Graduation rate data and student progress in credit recovery programs were monitored monthly to ensure timely interventions.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Previously Goal 2: College & Career Readiness & Graduation Rate Increase

- Student participation in credit recovery fluctuated, necessitating additional outreach efforts.
- Increased staffing was needed to run intervention programs effectively.

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.

Previously Goal 2: College and Career Readiness & Graduation Rate Increase

- Strengthen outreach efforts to increase student participation in credit recovery.
- Secure additional funding for intervention facilitators and college readiness programs.
- Enhance tracking mechanisms to monitor individual student progress toward graduation more effectively.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Additional Targeted Support and Improvement (ATSI)

The academic performance of our White student group will align with the outcomes of the All-Students group as reported on the California School Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal 2: All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency. LUSD LCAP Goal 3: All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based upon the California School Dashboard state indicators, Ronald E. McNair High School has been identified for Additional Targeted Support and Improvement (ATSI). The following subgroups, White students, entered ATSI due to meeting the criteria based on the following indicator: Suspension rate (Red), as reported on the 2024 CA Dashboard release.

In addition, performance gaps spanning two or more performance levels as reported on the 2024 CA Dashboard were identified for the following student groups: English Learners, Long-Term English Learners, and Students w/Disabilities (College and Career Indicator- RED).

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented, as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Suspension Rate	<p>2024 CA Dashboard – Suspension Rate</p> <p>The All Student Group performed in the Yellow performance band, with 7.9% of students suspended one or more days — a decrease of 3.5% from the previous year.</p> <p>The White Student Group performed in the Red performance band, with 18.9% of students suspended one or more days — an increase of 3.9% as reported on the 2024 CA Dashboard.</p>	<p>2025 CA Dashboard – Suspension Rate</p> <p>The White Student Group is expected to perform in the Yellow performance band by reducing the suspension rate by 8.9%, as reported on the 2025 CA Dashboard.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>The WINGS (What I Need for Growth and Success) Program provides a structured opportunity for remediation and acceleration through a weekly modified class schedule.</p> <ul style="list-style-type: none"> Personalized Learning Paths: Uses formative assessments and class progress to assign students to remediation or acceleration groups based on need. Flexible Grouping: Allow students to move fluidly between groups to ensure continuous progress. 	All students enrolled at McNair High School	<p>\$0 Title I</p> <p>See AG&G 1.1 \$</p>
5.2	McNair High School will provide language support for ELL students by utilizing Bilingual Paraeducators. ELL Teachers at McNair will work with District English/Language Arts Coaches to develop strategies to further assist English Language Learners. Community Liaisons will be utilized to keep parents up to date, in their primary language, as to their child's progress.	All English Language Learners enrolled at McNair High School	<p>\$0 LCFF</p> <p>Paraeducators District Coaches Community Liaisons</p>
5.3	Implement MTSS data conferences with leadership, instructional teams, and counselors to review student data and progress.	All students enrolled at McNair High School	<p>\$0 LCFF</p>

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard: Suspension Rate	<p>Ronald E. McNair will decrease the suspension rate for "All Students," as reported by the 2024 CA Dashboard from 11.4% to 6.4%.</p> <p>Ronald E. McNair will decrease the suspension rate for "White" students, as reported by the 2024 CA Dashboard from 15% to 10%.</p> <p>Ronald E. McNair will decrease the suspension rate for "Two or More Races", as reported by the 2024 CA Dashboard from 17.1% to 12%.</p>	<p>Ronald E. McNair did not decrease the suspension rate to 6.4% for "All Students," but it did decline 3.5%, and the suspension rate was 7.9%, as reported on the 2024 CA Dashboard.</p> <p>Ronald E. McNair increased the suspension rate for "White" students by 3.9%, as reported by the 2024 CA Dashboard.</p> <p>Ronald E. McNair decreased the suspension rate for "Two or More Races" by 5.6% to 11.5% as reported by the 2024 CA Dashboard. This was 0.5% better than the goal.</p>
CA Dashboard: Mathematics	<p>Hispanic students will decrease the distance below standard by 9.0 points and move from the Red to Orange performance level as reported on the 2024 CA Dashboard.</p> <p>African American students will decrease the distance below standard by 7.9 points and move from the Red to Orange performance level as reported on the 2024 CA Dashboard.</p> <p>English Learner students will decrease the distance below standard by 9.1 points and move from the Red to Orange performance level as reported on the 2024 CA Dashboard.</p>	<p>Hispanic students will increased the distance below standard by 11.3 points and stayed in the Red performance level as reported on the 2024 CA Dashboard.</p> <p>African American students maintained (-0.7 points) the distance below standard by 7.9 points and stayed in the Red performance level as reported on the 2024 CA Dashboard.</p> <p>English Learner students increased the distance below standard by 11.8 points and stayed in the Red performance level as reported on the 2024 CA Dashboard.</p>

Analysis

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

Goal 5: Additional Targeted Support and Improvement (ATSI)

- Data-informed interventions targeted subgroups with performance gaps, leading to more personalized support.
- Staff training on ATSI strategies improved instructional effectiveness for identified student groups.
- Progress Monitoring: Student subgroup performance on assessments and participation in intervention programs will be closely monitored to ensure equitable progress.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goal 5: Additional Targeted Support and Improvement (ATSI)

- Some student groups required more resources than initially allocated.
- Additional professional development was needed to train teachers on targeted intervention strategies.

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.

Goal 5: Additional Targeted Support and Improvement (ATSI)

- Increase funding for targeted student interventions and instructional support.
- Provide additional professional development on ATSI strategies for teachers.
- Strengthen data collection efforts to measure subgroup progress and adjust interventions accordingly.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$93,105.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$93,105.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$85,320.00
Title I: Parent Involvement	\$7,785.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$93,105.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$93,105.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	0.00
Title I	85,320.00
Title I: Parent Involvement	7,785.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	3,471.00
1150 Teacher Sub	3,240.00
1920 Other Cert Temp	1,850.00
2420 Clerical Temp	250.00
2920 Other Class Temp	153.00
3000 Benefits	2,297.00
4200 Books	2,320.00
4300 Materials	7,847.00
4325 Food For Meetings	500.00
4400 Equipment (\$500-\$9,999)	1,500.00
4475 Technology (\$500-\$9,999)	18,500.00
5220 Conference	19,225.00
5711 Postage	2,953.00
5715 Print Shop	2,000.00

5872 Field Trips	5,999.00
5875 Technology Licenses	21,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF	0.00
	Title I	0.00
1120 Teacher Temp	Title I	3,471.00
1150 Teacher Sub	Title I	3,240.00
1920 Other Cert Temp	Title I	925.00
2420 Clerical Temp	Title I	97.00
3000 Benefits	Title I	1,946.00
4200 Books	Title I	2,320.00
4300 Materials	Title I	7,097.00
4400 Equipment (\$500-\$9,999)	Title I	1,500.00
4475 Technology (\$500-\$9,999)	Title I	18,500.00
5220 Conference	Title I	19,225.00
5872 Field Trips	Title I	5,999.00
5875 Technology Licenses	Title I	21,000.00
1920 Other Cert Temp	Title I: Parent Involvement	925.00
2420 Clerical Temp	Title I: Parent Involvement	153.00
2920 Other Class Temp	Title I: Parent Involvement	153.00
3000 Benefits	Title I: Parent Involvement	351.00
4300 Materials	Title I: Parent Involvement	750.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5711 Postage	Title I: Parent Involvement	2,953.00
5715 Print Shop	Title I: Parent Involvement	2,000.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

Total Expenditures
77,030.00
1,000.00
7,785.00
7,290.00
0.00

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

Name of Members	Role
Nicole Vertar	Principal
Anthony Martinez	Classroom Teacher
Krista Johnson	Classroom Teacher
Michael Gould	Classroom Teacher
Ranbir Brar	Classroom Teacher
Kyli Brown	Other School Staff
Teresita Walker	Parent or Community Member
Kim-Anh Nguyen-Chau	Parent or Community Member
Mary Picinich (Vacated 12/2024)	Parent or Community Member
RR	Secondary Student
RA	Secondary Student
AC (Vacated 12/2024)	Secondary Student
KP (Replaced AC)	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.

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
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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 April 29, 2025.

Attested:

Nicole Vertar

Principal, Nicole Vertar on April 29, 2025

A. Montez

SSC Chairperson, Anthony Martinez on April 29, 2025