School Year: **2022-23**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McPherson Magnet School	30-66621-6058945	October 24, 2022	December 14, 2022

Purpose and Description

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

Non-Title I School

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.

McPherson analyzes verifiable state data that is consistent with all state priorities and our LCAP. McPherson's SPSA goals are in alignment with our district LCAP goals. We use the results of the analysis to set our priorities for the school year and review the data periodically to determine if we are making progress towards our SPSA goals and share those results with our stakeholders to gather input.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

McPherson Magnet participates in the administration of the Local Control Accountability Plan (LCAP) survey as one method to provide feedback to our staff and community. Parents are surveyed using the District's LCAP survey in order to gather feedback and input to guide decisions on the instructional program. The results are shared at stakeholder meetings (School Site Council, Principal Coffees, Education Foundation, PTSA, ELAC, and ILT) and are analyzed collaboratively to provide direction for next steps.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At McPherson Magnet, classroom visits are done on a continuous basis by the administrative team. Feedback to teaching staff is provided to enhance and/or support instructional practices. Administration uses the informal gathering of observations to inform next steps for professional development needs and/or topics for staff meetings so that the cycle of effective instruction is continuous. An English Language Development observation tool is also used during classroom observations in order to gather information with a specific lens to English Learners and instructional practices to support their needs.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

McPherson Magnet follows our district assessment calendar that provides timelines to provide all state and district assessments. All of the assessment due dates are put on the staff calendar and the school keeps an assessment portfolio (on Google) so that the administrative team can stay up to date on which assessments have been completed. Those assessments are analyzed via professional learning teams to determine next steps needed to support increasing student achievement. Teacher developed assessments are also utilized and analyzed via our professional learning communities (PLC) to inform our progress on our own site initiatives.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data gathered from our curriculum embedded assessments are all standards based and used to modify instruction in a timely fashion. Each PLC determines which curriculum embedded assessment will provide desired feedback to inform and adjust instruction, especially for our students who are at-risk, English Learners or students with disabilities.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

In Orange Unified all of our staff are considered highly qualified and are eligible to be involved the instruction of students.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

In Orange Unified, there is a sufficient amount of credentialed teachers. In regard to professional development, our teaching staff are provided three non-student days for professional development as well as work on a modified day calendar that provides ongoing professional development time throughout the year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development topics are determined directly from the content standards and the progress students are making towards those standards. Student progress is monitored through data systems and observations.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Access to instructional content experts is available for ELA, math, ELD, inclusive practices, Special Education, technology, and science.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration time is provided through the implementation of a modified day calendar that builds in time for ongoing collaboration time.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our district provides outlines to map the trajectory of content throughout the year. The outlines align the standards to the currently adopted curriculum and provide suggestions on enhancements of other district initiatives to weave into the instructional delivery of the content.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Guidance is provided by our curriculum department that outlines the required instructional minutes including intervention for all content areas.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

McPherson Magnet uses the provided outlines to produce our own lesson pacing based upon the needs of our students. A master schedule is collaboratively constructed based upon site initiatives and the needs of our students which clearly delineates intervention time for our at-risk students, English Learners and students with disabilities.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Our school is provided with all standards based curriculum that is adopted by our district. Every piece of curriculum must follow a process towards being adopted which entails our district curriculum committee to oversee the recommendation process that entails extensive piloting and comparison with other possible adoptions that leads to our Board of Education having the final word of approval on all core subjects. Our supplemental materials follow a less rigorous process which requires a pilot and presentation to our Education Services division for final approval. In both cases, appropriateness for student groups is always a factor to be considered.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Our district only allows us to pilot materials for our core content areas that have been SBE approved.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

McPherson staff and grade level teams meet regularly to review student data and discuss academic/behavioral concerns of students (Collaborative Academic Support Team: CAST). The CAST process provides an on-going system to monitor student progress and implement academic/behavioral interventions. English Learners, Low Income Students, and Foster Youth receive additional services through our supplemental LCFF funding. Examples of these additional services at McPherson Magnet include: small group instruction within the classroom focused on literacy skills and after school tutoring opportunities for elementary and middle school students.

Evidence-based educational practices to raise student achievement

The following are evidence-based practices implemented in order to support student achievement:

- Project Lead the Way STEM Curriculum
- MTSS/CAST
- Thinking Maps
- GLAD
- AVID Strategies
- Guided Reading
- Common Assessments- iReady for ELA and Math, online envision/Wonders, SBAC Interim Assessment Blocks, EnVision, Acadience
- iReady My Path lessons
- Math Practices
- Data Analysis, inform instruction (formative assessments)
- Professional Learning Communities

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Family events are held throughout the year to encourage parent participation and strengthen the home-school bond. The school hosts Principal's Coffees, PTSA, McPherson Foundation, ELAC, and SSC meetings on a regular basis to communicate school information and solicit feedback and ideas from parents.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

McPherson Magnet has a School Site Council with accurate parity between staff and parents. Members abide by the by-laws of the Council. Members are elected by their peers through a ballot process for a two year term. School Site Council works collaboratively with the school administrator to develop the School Plan for Student Achievement.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

LCFF funds will be used to provide support and services for English Learners, Low Income, Foster Youth and McKinney Vento students. Services include small group instruction within the classroom focused on literacy skills and language development and after school tutoring.

Fiscal support (EPC)

McPherson Magnet is supported through general funds, lottery and LCFF. Our budget department provides support by creating spreadsheets that assist in the planning of the expenditures for the school year. Annually we have a budget planning meeting to set the budgets so that we can submit for spreadsheet for approval by our school site council.

Educational Partner 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

Throughout the school year, McPherson Magnet sends home surveys (LCAP, Technology survey, etc) Results form these surveys are reviewed and shared out with our Instructional Leadership Team (ILT, SSC, ELAC, and at Principal Coffees). From the data received, suggestions for improvements are made and are included in the SPSA as actions for the subsequent years. Suggestions are then reviewed with each group prior to submission for School Board Approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. (CSI, TSI and ATSI schools only)

NA

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0.1%	0.12%	0	1	1
African American	1.06%	1.2%	1.20%	9	10	10
Asian	10.63%	10.5%	11.02%	90	89	92
Filipino	2.36%	2.7%	2.16%	20	23	18
Hispanic/Latino	50.89%	53.7%	52.57%	431	454	439
Pacific Islander	0.35%	0.5%	0.36%	3	4	3
White	31.76%	27.1%	27.43%	269	229	229
Multiple/No Response	2.6%	3.3%	4.43%	22	28	37
			Total Enrollment	847	845	835

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	85	86	84
Grade 1	87	86	84
Grade 2	87	86	85
Grade3	87	86	87
Grade 4	95	99	97
Grade 5	96	98	98
Grade 6	105	104	100
Grade 7	103	102	100
Grade 8	102	98	100
Total Enrollment	847	845	835

Conclusions based on this data:

1. Enrollment has declined over the last two years. The COVID-19 pandemic and distance learning requirements did result in some students enrolling in home school programs or other schooling options. Additionally, spots for students who went to a virtual program temporarily were held at the school for their return.
2. Class size is increased in fourth and fifth grades in order to retain more students for middle school.

3. The Hispanic/Latino subgroup population is our highest represented subgroup.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	76	75	75	9.00%	9.0%	8.85%
Fluent English Proficient (FEP)	117	121	41	13.80%	14.5%	4.84%
Reclassified Fluent English Proficient (RFEP)	10	14	72	1.20%	1.67%	8.50%

Conclusions based on this data:

1. After a decline in ELs in 2019-2020, we have maintained an approximate 9% EL population
2. The number of Fluent English Proficient students has maintained around 14%.
3. McPherson reclassified 14 students which met our 15% reclassification goal.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	86		86	84		0	84		0	97.7		0.0
Grade 4	96		98	92		0	92		0	95.8		0.0
Grade 5	95		97	93		0	93		0	97.9		0.0
Grade 6	102		104	100		0	100		0	98		0.0
Grade 7	98		101	95		0	95		0	96.9		0.0
Grade 8	102		98	101		0	101		0	99		0.0
All	579		584	565		0	565		0	97.6		0.0

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

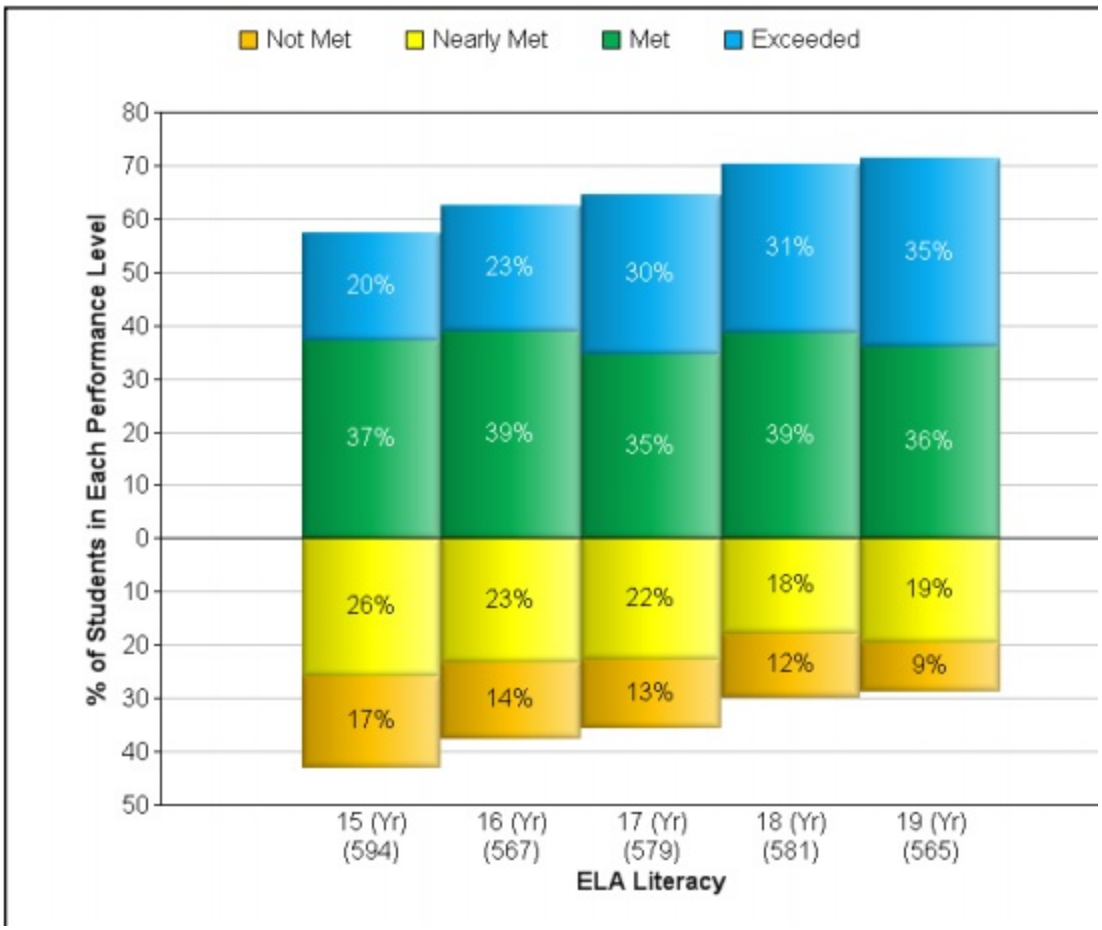
Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2470.			42.86			33.33			15.48			8.33		
Grade 4	2515.			41.30			28.26			18.48			11.96		
Grade 5	2555.			39.78			38.71			15.05			6.45		
Grade 6	2574.			34.00			35.00			21.00			10.00		
Grade 7	2581.			24.21			37.89			27.37			10.53		
Grade 8	2622.			32.67			44.55			15.84			6.93		
All Grades	N/A	N/A	N/A	35.58			36.46			18.94			9.03		

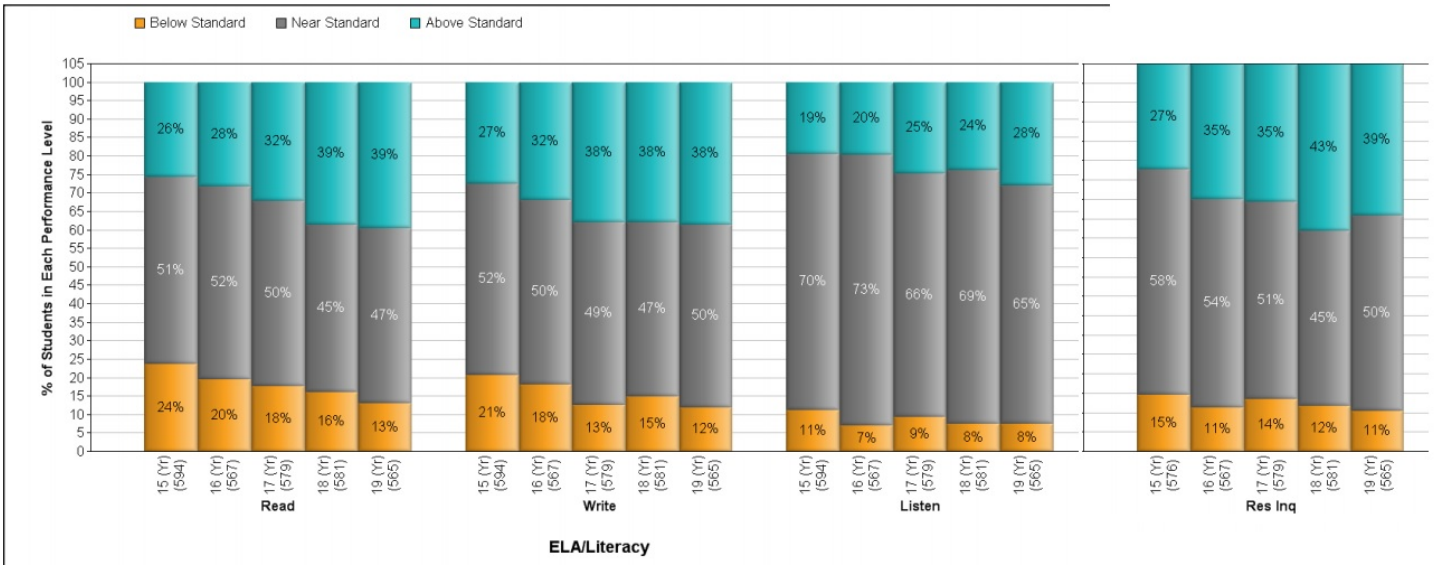
Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	35.71			57.14			7.14		
Grade 4	39.13			52.17			8.70		
Grade 5	38.71			54.84			6.45		
Grade 6	37.00			43.00			20.00		
Grade 7	37.89			40.00			22.11		
Grade 8	46.53			39.60			13.86		
All Grades	39.29			47.43			13.27		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	29.76			63.10			7.14		
Grade 4	32.61			52.17			15.22		
Grade 5	46.24			38.71			15.05		
Grade 6	46.00			45.00			9.00		
Grade 7	38.95			47.37			13.68		
Grade 8	43.56			47.52			8.91		
All Grades	39.82			48.67			11.50		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	34.52			61.90			3.57		
Grade 4	30.43			64.13			5.43		
Grade 5	33.33			61.29			5.38		
Grade 6	27.00			63.00			10.00		
Grade 7	15.79			69.47			14.74		
Grade 8	26.73			67.33			5.94		
All Grades	27.79			64.60			7.61		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	35.71			57.14			7.14		
Grade 4	34.78			54.35			10.87		
Grade 5	43.01			49.46			7.53		
Grade 6	47.00			43.00			10.00		
Grade 7	28.42			56.84			14.74		
Grade 8	43.56			43.56			12.87		
All Grades	38.94			50.44			10.62		





Conclusions based on this data:

1. McPherson Magnet students continue to make gains with SBAC summative results for English Language Arts. Over the past five years, gains have been made each year and we have increased from 57% at standard/exceeded standard to 71% at standard/exceeded standard

2. Reviewing last year's claim analysis data, we increased our above standard and decreased our below standard in most ELA Claims. Last year, our focus was in the area of Listening and we increased the claim by 4% for exceeding standard.

3. This year, teachers at McPherson will continue to analyze English/Language Arts assessment results. We have determined a need for professional development in the area of Research/Inquiry as we saw a slight decline in that claim. We will also follow up with the SBAC Interim Assessments that go along with that claim.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	86		86	84		0	84		0	97.7		0.0
Grade 4	96		98	92		0	92		0	95.8		0.0
Grade 5	95		97	93		0	93		0	97.9		0.0
Grade 6	102		104	99		0	99		0	97.1		0.0
Grade 7	98		101	95		0	95		0	96.9		0.0
Grade 8	102		98	100		0	100		0	98		0.0
All	579		584	563		0	563		0	97.2		0.0

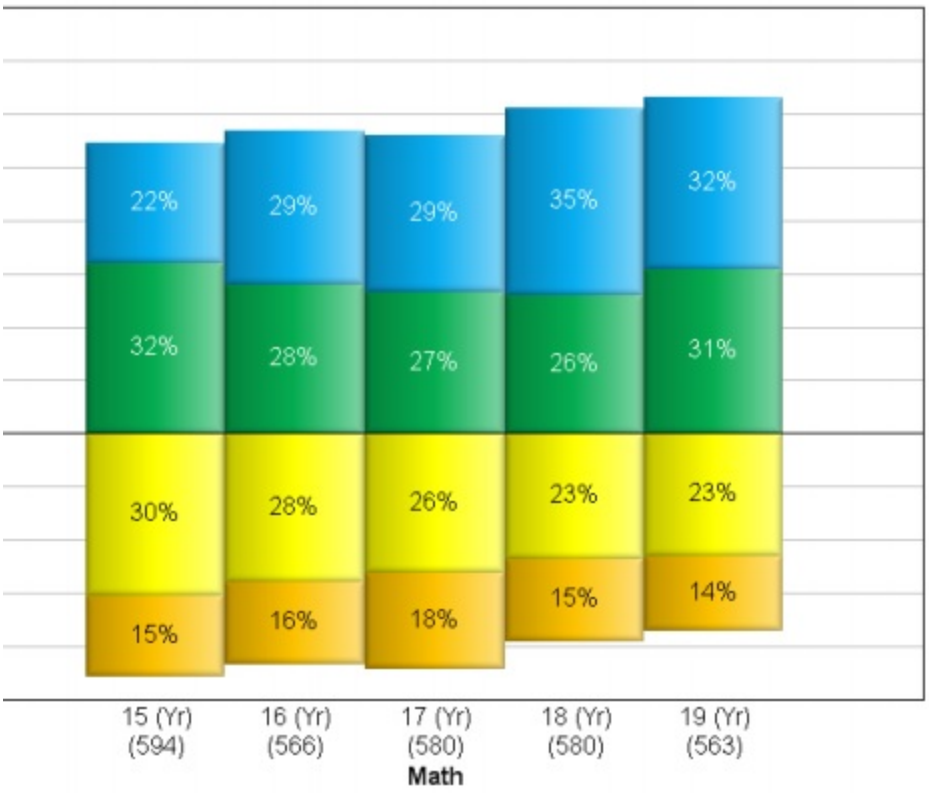
* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2510.			52.38			35.71			8.33			3.57		
Grade 4	2518.			32.61			35.87			25.00			6.52		
Grade 5	2534.			25.81			32.26			29.03			12.90		
Grade 6	2563.			34.34			19.19			27.27			19.19		
Grade 7	2559.			22.11			29.47			25.26			23.16		
Grade 8	2597.			29.00			34.00			20.00			17.00		
All Grades	N/A	N/A	N/A	32.33			30.91			22.74			14.03		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	77.38			16.67			5.95		
Grade 4	52.17			31.52			16.30		
Grade 5	33.33			39.78			26.88		
Grade 6	41.41			28.28			30.30		
Grade 7	36.84			33.68			29.47		
Grade 8	34.00			41.00			25.00		
All Grades	45.12			32.15			22.74		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	57.14			36.90			5.95		
Grade 4	39.13			50.00			10.87		
Grade 5	33.33			51.61			15.05		
Grade 6	37.37			39.39			23.23		
Grade 7	25.26			54.74			20.00		
Grade 8	37.00			49.00			14.00		
All Grades	37.83			47.07			15.10		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	64.29			33.33			2.38		
Grade 4	41.30			48.91			9.78		
Grade 5	22.58			60.22			17.20		
Grade 6	39.39			33.33			27.27		
Grade 7	23.16			54.74			22.11		
Grade 8	37.00			53.00			10.00		
All Grades	37.48			47.42			15.10		


22%
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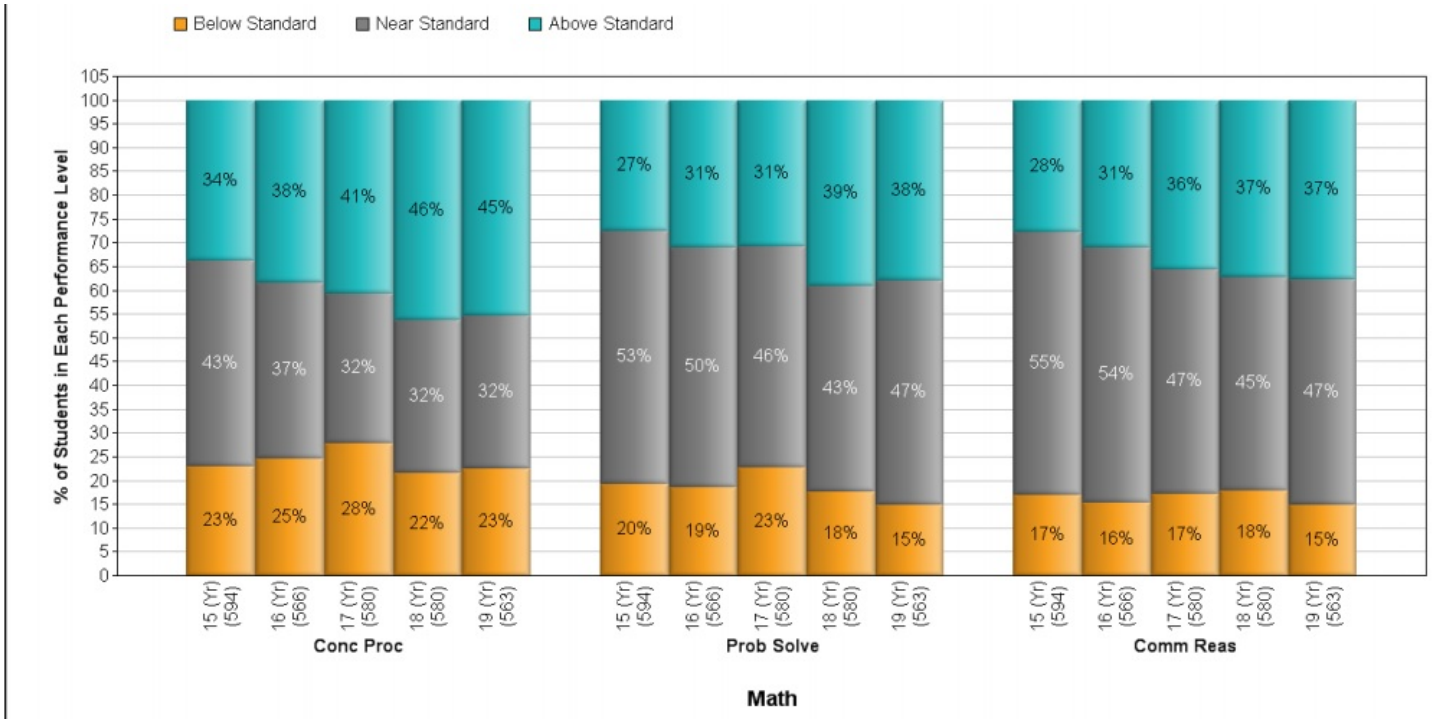
16 (Yr) (566)
17 (Yr) (580)
18 (Yr) (580)
19 (Yr) (563)
Math


Below Standard
Near Standard
Above Standard
% of Students in Each Performance Level
105
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
34% 38% 41% 46% 45%
43% 37% 32% 32% 32%
23% 25% 28% 22% 23%
27% 31% 31% 39% 38%
53% 50% 46% 43% 47%
20% 19% 23% 18% 15%
28% 31% 36% 37% 37%
55% 54% 47% 45% 47%
17% 16% 17% 18% 15%
15 (Yr) (594)
16 (Yr) (566)
17 (Yr) (580)
18 (Yr) (580)
19 (Yr) (563)
Conc Proc
Prob Solve
Comm Reas
Math

Conclusions based on this data:

1. McPherson Magnet students continue to make gains with SBAC summative results for mathematics. Over the past five years, gains have been made each year (except one) and we have increased from 54% at standard/exceeded standard to 63% at standard/exceeded standard
2. McPherson teachers did a claim analysis and determined that we were able to reduce the number of students in the below standard band for most claims this year.
3. Teachers at McPherson will continue to analyze Math assessment results. We have determined a need for professional development in the area of Problem Solving.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1467.9	1434.7	*	1467.6	1453.1	*	1468.9	1391.6	*	14	14	5
1	1525.0	*	1457.1	1525.3	*	1473.2	1524.4	*	1440.4	11	5	14
2	1482.1	1495.1	*	1500.2	1500.7	*	1463.1	1489.1	*	13	16	5
3	*	*	1517.7	*	*	1520.3	*	*	1514.6	7	8	15
4	*	1501.4	*	*	1508.2	*	*	1494.3	*	4	13	8
5	*	*	*	*	*	*	*	*	*	*	6	10
6	*	*	*	*	*	*	*	*	*	5	*	*
7	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*	
All Grades										61	67	61

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	35.71	14.29	*	42.86	42.86	*	21.43	35.71	*	0.00	7.14	*	14	14	*
1	54.55	*	21.43	45.45	*	21.43	0.00	*	35.71	0.00	*	21.43	11	*	14
2	7.69	6.25	*	53.85	81.25	*	30.77	12.50	*	7.69	0.00	*	13	16	*
3	*	*	26.67	*	*	66.67	*	*	6.67	*	*	0.00	*	*	15
4	*	23.08	*	*	53.85	*	*	15.38	*	*	7.69	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*		*	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	36.07	16.42	32.79	49.18	61.19	40.98	11.48	16.42	21.31	3.28	5.97	4.92	61	67	61

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	35.71	21.43	*	50.00	35.71	*	14.29	28.57	*	0.00	14.29	*	14	14	*
1	63.64	*	28.57	18.18	*	21.43	18.18	*	42.86	0.00	*	7.14	11	*	14
2	23.08	31.25	*	61.54	56.25	*	15.38	12.50	*	0.00	0.00	*	13	16	*
3	*	*	60.00	*	*	40.00	*	*	0.00	*	*	0.00	*	*	15
4	*	69.23	*	*	23.08	*	*	0.00	*	*	7.69	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*		*	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	55.74	46.27	50.82	32.79	37.31	32.79	9.84	10.45	14.75	1.64	5.97	1.64	61	67	61

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	21.43	21.43	*	78.57	71.43	*	0.00	7.14	*	14	14	*
1	81.82	*	42.86	18.18	*	50.00	0.00	*	7.14	11	*	14
2	30.77	18.75	*	69.23	75.00	*	0.00	6.25	*	13	16	*
3	*	*	26.67	*	*	60.00	*	*	13.33	*	*	15
4	*	46.15	*	*	46.15	*	*	7.69	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*	
All Grades	42.62	26.87	36.07	55.74	62.69	59.02	1.64	10.45	4.92	61	67	61

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	35.71	28.57	*	64.29	50.00	*	0.00	21.43	*	14	14	*
1	45.45	*	28.57	45.45	*	35.71	9.09	*	35.71	11	*	14
2	38.46	43.75	*	61.54	56.25	*	0.00	0.00	*	13	16	*
3	*	*	100.00	*	*	0.00	*	*	0.00	*	*	15
4	*	76.92	*	*	15.38	*	*	7.69	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*	
All Grades	57.38	61.19	68.85	40.98	31.34	21.31	1.64	7.46	9.84	61	67	61

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	14.29	0.00	*	85.71	100.00	*	0.00	0.00	*	14	14	*
1	81.82	*	14.29	9.09	*	64.29	9.09	*	21.43	11	*	14
2	0.00	18.75	*	76.92	81.25	*	23.08	0.00	*	13	16	*
3	*	*	0.00	*	*	86.67	*	*	13.33	*	*	15
4	*	7.69	*	*	69.23	*	*	23.08	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*	
All Grades	24.59	5.97	11.48	57.38	77.61	73.77	18.03	16.42	14.75	61	67	61

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	57.14	42.86	*	42.86	35.71	*	0.00	21.43	*	14	14	*
1	18.18	*	0.00	81.82	*	78.57	0.00	*	21.43	11	*	14
2	0.00	6.25	*	92.31	81.25	*	7.69	12.50	*	13	16	*
3	*	*	46.67	*	*	46.67	*	*	6.67	*	*	15
4	*	15.38	*	*	76.92	*	*	7.69	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*	
All Grades	26.23	22.39	27.87	70.49	68.66	62.30	3.28	8.96	9.84	61	67	61

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. NA
2. NA
3. NA

School and Student Performance Data

Student Population

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

Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
847	**22.20%**	**7.44%**	**0.12%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	63	7.44%
Foster Youth	1	0.12%
Homeless	0	0
Socioeconomically Disadvantaged	188	22.20%
Students with Disabilities	110	12.99%%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	1.18
American Indian	1	.12
Asian	92	10.86
Filipino	18	2.13
Hispanic	447	52.77
Two or More Races	38	4.49
Pacific Islander	3	.35
White	232	27.39

Conclusions based on this data:

1. Based on the data, McPherson Magnet has determined our significant subgroups (over 30 represented in that group): English Language Learners, Socioeconomically Disadvantaged, Students with Disabilities, Asian students, Hispanic students, students who identify with two or more races, and Caucasian students.
2. Over 22% of the school population is socioeconomically disadvantaged. Specific actions in the school plan will be made to target these students.
3. Almost 13%% of the school population is identified as a student with a disability. Specific actions in the school plan will be made to support the needs of these students.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
51.1 making progress towards English language proficiency
Number of EL Students: 47
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.4	25.5	10.6	40.4

Conclusions based on this data:

1. NA
2. NA
3. NA

School and Student Performance Data

Attendance, Chronic Absenteeism and Suspension Rates

Student Group	Attendance	Chronic Absenteeism	Suspension
All	94.83%	12.04%	1.65%
English Learners	94.73	10.53	1.32
Foster Youth	78.89	100.00	0.00
Homeless	0.00	0.00	0.00
Socioeconomically Disadvantaged	94.10	15.96	1.67
Students with Disabilities	93.85	17.27	1.82
African American	96.61	0.00	0.00
American Indian	82.78	100.00	0.00
Asian	96.91	1.09	0.00
Filipino	95.19	5.56	0.00
Hispanic	94.35	15.44	2.24
Two or More Races	94.97	10.53	0.00
Pacific Islander	96.48	0.00	0.00
White	94.85	11.21	1.72

Conclusions based on this data:

1. McPherson's attendance rate was impacted last year because of safety guidelines related to COVID requiring students to isolate.
2. McPherson's suspension rate increased from 0% to 1.65%. The 0% suspension rate was due to a large number of students being virtual in the 2020-2021 school year.
3. Chronic absenteeism rates were also affected by COVID guidelines requiring students to be out for long periods of time due to isolation or illness.

School and Student Performance Data

Secondary Schools A-G rate, CTE Pathway

Student Group	A-G Rate	CTE Pathway Completers
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		
African American		
American Indian		
Filipino		
Hispanic		
Two or More Races		
Pacific Islander		

Conclusions based on this data:

1.

D and F Rate: Three Highest Courses

Course	End of Year: D and F Rate
US History 8	8.2%
English 8	15%
World History 7	13.5%

Conclusions based on this data:

1. The percentage of Fs is very low. Majority of the grades for these represented classes were D's.
2. McPherson has implemented a Homework Lunch Club for students with missing assignments. This keeps our overall number of students with Ds or Fs down.
3. McPherson middle school teachers participated in an equitable grading practices professional development session at the start of the year. This is going to be an ongoing discussion with the middle school staff.

Goals, Actions, & Proposed Expenditures

Information Technology Verification	*Educational Technology Verification*
Director Technology Services Verification	*Executive Director of Elementary, Middle or High School Verification*
Administrator of Accountability (if needed)	*Other*

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

LEA/LCAP Goal

Excellence in Academics and Leadership: Cultivate a positive school culture and system of supports for student personal and academic growth to prepare them for opportunities for college, career and beyond.

Goal 1

English Language Arts Goal
McPherson Magnet School will have a 3% growth in students meeting and exceeding standard as measured by the SBAC summative assessment in June 2023.

Math Goal
McPherson Magnet School will have a 3% growth in students meeting and exceeding standard as measure by the SBAC summative assessment in June 2023.

EL subgroup goal
McPherson will meet our annual 15% reclassification goal by reclassifying at least 6 students.

SWD subgroup goal
All Students with Disabilities will meet their projected growth targets for ELA and Math iReady.

Identified Need

After review of our standardized assessment results, we will focus on the ELA Claim for Research and Inquiry. Our goal is to increase student achievement in this area. Currently, within the Research and Inquiry claim, 39% are above standard, 51% are at/near standard and 10% are below standard (we saw a slight decline in our above standard by 4%, but also saw a decrease in our below standard by 2%). Focusing on research and inquiry will impact students within the classroom and help them develop better skills with regards to investigating topics to analyze, integrate and present information. This claim focus also aligns with our continued Project Lead the Way program and STEM magnet focus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Summative: % of students achieving standard met and exceeded for ELA	71 % of students achieving standard met and exceeded for ELA SBAC	74 % of students achieving standard met and exceeded for ELA SBAC

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Formative: % of students on or above grade level on the iReady Diagnostic Assessments	41% of students on or above grade level on the iReady beginning of the year diagnostic assessment	74% of students on or above grade level on the iReady end of year diagnostic assessment
Math Summative: % of students achieving standard met and exceeded for mathematics	63% of students achieving standard met and exceeded for mathematics SBAC	66% of students achieving standard met and exceeded for mathematics SBAC
Math Formative: % of students on or above grade level	33% of students on or above grade level on the iReady beginning of the year diagnostic assessment	66% of students on or above grade level on the iReady end of year diagnostic assessment
EL Formative: EL redesignation rate	14 McPherson EL students redesignated last year	6 of McPherson EL students will redesignate this year (15% goal)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

1.1 Action

Students to be Served by this Action

(Identify either All Students or one or more specific student groups)

All
English Language Learners
Low Income/At-Promise
Students with Disabilities

Action

Instructional aides will be used to support inclusive schooling in both elementary and middle school. The aides will work within general education classrooms to help facilitate small group instruction and provide additional student support.

Proposed Expenditures for this Action

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6479	LCFF Supplemental Funds 2000-2999: Classified Personnel Salaries Extra earnings for Instructional Aides

1.2 Action

Students to be Served by this Action

(Identify either All Students or one or more specific student groups)

All

Action

Allow teachers and staff to attend conferences and professional development related to ELA, Math, ELD, STEM, and social emotional needs. Teachers will also plan and give assessments to further inform their instructional practice.

Proposed Expenditures for this Action

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

7984	LCFF Supplemental Funds 1000-1999: Certificated Personnel Salaries Substitutes conference costs and teacher extra earnings for planning/assessments

1.3 Action

Students to be Served by this Action

(Identify either All Students or one or more specific student groups)

English Language Learners
Low Income/At-Promise
Students with Disabilities
Foster Youth
McKinney-Vento

Action

Provide instructional supplies, supplemental materials, technology devices and engaging experiences for students.

Proposed Expenditures for this Action

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3721	LCFF Supplemental Funds 4000-4999: Books And Supplies Supplies
2636	Lottery 4000-4999: Books And Supplies Supplies

1.4 Action

Students to be Served by this Action

(Identify either All Students or one or more specific student groups)

English Language Learners
Low Income/At-Promise
Students with Disabilities
Foster Youth
McKinney-Vento

Action

Provide academic intervention/task completion assistance through after school tutoring especially for EL, low income, foster youth, and McKinney-Vento students.

Proposed Expenditures for this Action

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

8722	LCFF Supplemental Funds 1000-1999: Certificated Personnel Salaries Extra earnings for elementary and middle school tutoring

1.5 Action

Students to be Served by this Action

(Identify either All Students or one or more specific student groups)

All

Action

Students at McPherson Magnet will use supplemental instructional software to implement state academic content standards in English Language Arts and Math.

Proposed Expenditures for this Action

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5714	Lottery 4000-4999: Books And Supplies iReady
9000	LCFF Supplemental Funds 4000-4999: Books And Supplies ST Math, Learning A-Z renewals for the 2022-2023 school year

1.6 Action

Students to be Served by this Action

(Identify either All Students or one or more specific student groups)

All

Action

All students will participate in engaging college and career pathway programs, technology, digital literacy, and support systems that will engage students and develop college and career readiness skills.

Proposed Expenditures for this Action

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1950	Other 5000-5999: Services And Other Operating Expenditures PLTW Participation Fee for Launch & Gateway

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Without SBAC data, we are unable to determine the effectiveness of the activities/strategies in these areas. McPherson did meet the English Learner redesignation goal so the actions were effective in supporting our EL students.

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

NA

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.

Compared to the 2021-2022 goal, iReady Diagnostic scores in ELA and Math, were added as a metric due to the close correlation of iReady and SBAC scores.

Goals, Actions, & Proposed Expenditures

Information Technology Verification	*Educational Technology Verification*
Director Technology Services Verification	*Executive Director of Elementary, Middle or High School Verification*
Administrator of Accountability (if needed)	*Other*

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

LEA/LCAP Goal

Dedicated and Engaged Communication: Communicate effectively and form strategic alliances to secure the support and resources necessary to deliver the district's vision

Goal 2

Parent Engagement
McPherson Magnet will engage our community via multiple modes of communication and provide opportunities for families to participate in various school activities.

Identified Need

We would like to increase the number of parents accessing school communication tools and responding to Orange Unified School District surveys.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of respondents to the LCAP Parent survey	331 respondents completed the LCAP Parent survey last year	400 respondents to complete the LCAP Parent survey in 2023

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

2.1 Action

Students to be Served by this Action
(Identify either All Students or one or more specific student groups)

English Language Learners

Action

In order to increase EL parent engagement at McPherson Magnet, a staff member will provide oral interpretation for parents during parent conferences and other meetings.

Proposed Expenditures for this Action

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1564	LCFF Supplemental Funds 1000-1999: Certificated Personnel Salaries Extra Earnings for certificated employee

2.2 Action

Students to be Served by this Action

(Identify either All Students or one or more specific student groups)

English Language Learners
Low Income/At-Promise
Students with Disabilities

Action

Teachers and staff will plan, prepare, publicize, and facilitate a variety of opportunities for family engagement events.

Proposed Expenditures for this Action

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1117	LCFF Supplemental Funds 2000-2999: Classified Personnel Salaries Extra Earnings for classified staff

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

The strategies and activities from the previous year proved to be effective in achieving this goal. An increased focus on social media and the text message feature on School Messenger will support this goal.

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

There were no major differences from the intended implementation and budgeted expenditures.

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 are no intended changes to the goal or strategies to achieve the goal.

Goals, Actions, & Proposed Expenditures

Information Technology Verification	*Educational Technology Verification*
Director Technology Services Verification	*Executive Director of Elementary, Middle or High School Verification*
Administrator of Accountability (if needed)	*Other*

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

LEA/LCAP Goal

Genuine Wellness and Safety: Continue to support high levels of student engagement and wellness by emphasizing strong student social emotional support and safety protocols

Goal 3

Wellness
Maintain a culture and climate that is welcoming and supportive for all students.

Safety
Maintain a safe environment for all students and implement all areas of the safety plan.

Identified Need

The LCAP survey from parents and staff indicated a need for more social/emotional support for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate	1.65% Suspension rate for the 2021-2022 school year	Maintain a suspension rate under 2%
Attendance rate	94.83% Attendance rate for the 2021-2022 school year	Maintain at least 97% attendance rate

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

3.1 Action

Students to be Served by this Action
(Identify either All Students or one or more specific student groups)

All

Action

Implement a system of strategies that will support the social-emotional needs of students including positive recognition, behavior expectations/matrix, engaging opportunities for peer interaction and in-class/virtual social-emotional learning lessons for students.

Proposed Expenditures for this Action
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3.2 Action

Students to be Served by this Action
(Identify either All Students or one or more specific student groups)

All

Action

School staff will implement all aspects of the school safety plan.

Proposed Expenditures for this Action
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	Donations 4000-4999: Books And Supplies Purchase additional walkie talkies so all teachers and noon duty staff members have walkie talkies.

3.3 Action

Students to be Served by this Action
(Identify either All Students or one or more specific student groups)

All

Action

Mental Health Counselor will establish a referral system for teachers and provide behavioral interventions for students. The Counselor will create groups to target the development of social skills at age appropriate levels.

Proposed Expenditures for this Action
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	

3.4 Action

Students to be Served by this Action

(Identify either All Students or one or more specific student groups)

All

Action

Foster a safe and welcoming environment for all students by providing supervision at student lunch times.

Proposed Expenditures for this Action

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

14,374	Site Discretionary 2000-2999: Classified Personnel Salaries Hourly wages for the noon duty supervisors
7,035	Site Discretionary 1000-1999: Certificated Personnel Salaries Hourly wages for certificated supervision

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

The attendance goal was not met in 2021-2022 due to the COVID safety guidelines requiring lengthy isolation because of illness or exposure.

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

There were no major differences from the intended implementation and budgeted expenditures.

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.

As a school, we will continue to offer the social emotional supports that positively impact attendance rates. We will also initiate more independent study attendance contracts when students are out for an elongated period of time in order to improve our attendance rate.

Goals, Actions, & Proposed Expenditures

Information Technology Verification	*Educational Technology Verification*
Director Technology Services Verification	*Executive Director of Elementary, Middle or High School Verification*
Administrator of Accountability (if needed)	*Other*

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

LEA/LCAP Goal

Efficient Utilization of Fiscal Capital: Maintain high quality basic services, including qualified and appropriately assigned teachers, access to standards-aligned instructional materials, and school facilities that are maintained in good repair.

Goal 4

Fiscal Management
McPherson Magnet will ensure that this year's funds are spent on this year's students by ensuring that at least 98% of the total original allocation of each budget is spent.

Marketing of School/Increase Revenue
McPherson Magnet will continue to market our school and promote our STEM focus and signature programs (PLTW). Additionally, the school will work to maintain an attendance rate above 97%.

Identified Need

McPherson Magnet will maintain attendance rates above 97% to support ADA funding.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Unencumbered balance % for categoricals	93% LCFF funds expended	Expend 98% of funds for LCFF
Attendance Rates	94% attendance rate for 2021-2022	Students at McPherson Magnet will maintain at least 97% attendance rate for both elementary and secondary students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

4.1 Action

Students to be Served by this Action
(Identify either All Students or one or more specific student groups)

All

Action

Spend all LCFF funds throughout the school year, so that no balance is carried over (spend this year's money on this year's students).

Proposed Expenditures for this Action

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	

4.2 Action

Students to be Served by this Action

(Identify either All Students or one or more specific student groups)

All

Action

School Attendance Review Team meetings will be virtually with students in danger of being identified as a chronic absentee. Interventions will be discussed and planned in the meeting in an effort to increase attendance.

Proposed Expenditures for this Action

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

The strategies used to meet this goal were effective however due to the unique circumstances of the school year, not all of the funding was utilized within the school year.

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

There were no major differences from the intended implementation and budgeted expenditures.

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.

No changes were made.

Goals, Actions, & Proposed Expenditures

Information Technology Verification	*Educational Technology Verification*
Director Technology Services Verification	*Executive Director of Elementary, Middle or High School Verification*
Administrator of Accountability (if needed)	*Other*

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

5.1 Action

Students to be Served by this Action
(Identify either All Students or one or more specific student groups)

Action

Proposed Expenditures for this Action
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

N/A

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

N/A

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.

N/A

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$70,296

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF Supplemental Funds	38,587	0.00
Lottery	8,350	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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 Supplemental Funds	$38,587.00
Lottery	$8,350.00
Other	$1,950.00
Site Discretionary	$21,409.00

Subtotal of state or local funds included for this school: $70,296.00

Total of federal, state, and/or local funds for this school: $70,296

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Brenna Godsey	Principal
Jennifer Cardenas	Other School Staff
Andrew Castro	Classroom Teacher
Kathy Lau	Classroom Teacher
Lynn Jorgensen	Classroom Teacher
Megan Cortez	Parent or Community Member
Wendi Forrest	Parent or Community Member
Janae Lawson	Parent or Community Member
Jennifer Schmidt	Parent or Community Member
James Van Wilgen Moore	Parent or Community Member

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
State Compensatory Education Advisory Committee	English Learner Advisory Committee
Special Education Advisory Committee	Gifted and Talented Education Program Advisory Committee
District/School Liaison Team for schools in Program Improvement	Compensatory Education Advisory Committee
Departmental Advisory Committee	Other:

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 10/24/2021.

Attested:

Principal, Brenna Godsey on 10/24/2021

SSC Chairperson, Janae Lawson on 10/24/2021

Instructions

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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