

SPSA Year 2017-18



Single Plan for Student Achievement (SPSA) Template

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Name	McPherson Magnet School K-8		
CDS Code	30-66621-6058945		
Revision Date	10-23-2017		
Superintendent	Dr. Gunn Marie Hansen (Interim Superintendent)		
Contact Name and Title	Joe Erven Principal	Email and Phone	jerven@orangeusd.org 714.628.4325
The District Governing Board approved this revision of the SPSA on	December 7, 2017		

The School's Mission & Vision Statements

McPherson Mission Statement:

All students will achieve academic and personal success, by means of "KIDS " ... Knowledge * Inspiration * Discovery * Success

McPherson Vision Statement:

The McPherson Vision defines our school's purpose in terms of values rather than bottom-line measures. It is what guides and inspires us in creating our ideal school, and provides the road map in accomplishing our mission.

The McPherson Learning Community is committed to...

1. Nurturing an academic community by honoring individual strengths, talents, and learning styles.
2. Inquiry-based active learning through critical thinking, questioning, problem solving, risk-taking, inventive thinking, and communication.
3. Integrating all curricular areas through the magnet focus of math, science, and technology.
4. Research and data-based instruction.
5. Creating relevant, high-quality products which extend beyond the walls of the classroom.
6. Mastery of identified essential concepts and skills for every child.
7. Meeting the needs of each child with systematic and timely intervention.
8. Global citizenship through compassion, respect, integrity, collaboration, and personal responsibility for self, school, community, and environment.

The School's Theory Of Action

If students actively engage with the math interim assessments three times per year and receive focused follow up instruction/intervention, then students will communicate their learning orally, written, and/or with technology assistance using academic vocabulary in the appropriate context to ensure that all students succeed on the mathematics SBAC.

Goals:

- 1) Students will be able to cite evidence from multiple sources (text, videos, pictures, graphs) and support a claim by using evidence (through persuasive essay, Socratic seminar, and other forms of communication) across multiple curricular areas in at least two attempts each trimester. Student work to be collected and included in the digital portfolio.
- 2) Students will communicate orally within the classroom 30% of the time (teachers will communicate 70% of the time). The long term goal will be to strive for 50:50 communication.
- 3) Students will increase effective use of technology within the classroom and utilize the Technology Skills for McPherson Magnet to gain 13% of their required technology skills at each grade level (see attachment).

SCHOOL PROFILE

McPherson Magnet School is a school of choice and lottery school. It is the only comprehensive K-8 school in the district. McPherson is a Magnet School with its focus on math, science, engineering, and technology. McPherson is located in an economically diverse neighborhood in the heart of Orange County. Students enter McPherson through a lottery process open to all students living in the OUSD boundaries. As a result, the school is a reflection of the student diversity that our district serves. The school's ethnic distribution is 50% White, 29% Hispanic, 14% Asian, 2% African American, 3% Filipino, .5% Native American, and 2% other/unidentified and serves 894 students. 10% of our students receive special educational services, 10% are English Language Learners, and 19% receive free or reduced lunches. Besides the lottery, magnet, and K-8 distinction, we have a K-1-2-3 Grade SDC class, a 4-5-6 Grade SDC class, and we also house a large district Occupational Therapy program.

Our magnet focus provides the key signature that sets the school apart from the norm. Science is taught through project-based learning and provides the theme for our curriculum integration. Science themes support reading and writing literacy by engaging student interest and curiosity through process skills. Additionally, we have implemented a STEM curriculum through Project Lead the Way (K-8th grade). Students will visit the STEM lab to receive 1 hour of STEM instruction from our STEM Resource Teacher. Mathematics is taught where concept development precedes skill development. Hands-on learning and applying mathematics in other curricular areas is a cornerstone of McPherson. Middle school electives are based around the magnet focus as well.

Technology provides the tools at McPherson to actively engage students. Students have access to state of the art equipment and modern technology, networked throughout the school in two computer labs, library, and classroom settings. Currently, each classroom has telecommunication networking capability through video, document camera, projection system, email, Internet access, and telephone voice mail. McPherson participates in videoconferencing to provide student-access to communicate with outside experts and opens up our educational world. The school library is fully automated, wireless, and accessible for every classroom, providing a hub for information. McPherson operates one PC Labs and employs a technology teacher, who teaches middle school technology classes and who also supports and works with elementary teachers and students. Students apply technology in learning new material, supporting and extending learning, and practice skills through applied learning. Students create web pages, content movies, animation projects, Blackboard and Google documents and sites, and Photoshop documents. They use PhotoStory, broadcast interviews, create podcasts and access programs such as Reading Counts, and ST math. Students will also utilize research and presentation software for product outcomes. Students use Edmodo and Haiku to communicate with teachers and each other with curricular content information. A bring your own device program is in place for the upper grade students (5th through 8th), and iPADS and Chomeboks are currently being used in the classrooms. Additionally, McPherson has implemented a 1:1 program of HP STREAMS in 3rd and 4th grades and iPADS in 1st and 2nd grades.

Staff development is a critical component in creating a professional learning community and helps us meet the needs of all of our students. Our learning community works closely with higher institutions of learning to incorporate new ideas, new resources, and "best teaching" practices. A modified Wednesday schedule provides time for on-going staff development and grade level planning. This year staff development has focused on the new Language Arts curriculum (Wonders and MyPerspective), intervention grouping, Write from the Beginning, DIBELS, technology implementation, and Daily 5. Students have responded by raising achievement levels. In addition, a more inclusive school-wide culture is being

enhanced with parents, staff, and teachers being trained, some of which include PBIS (Positive Behavior Intervention Strategies), "Stop-Walk-Talk interventions, anti-bullying responses and strategies, and special education inclusion ideas. This school year, the emphasis is on implementing the newly adopted state standards, with an emphasis on Shift from California State Standards to the newly adopted state standards.

Under district-wide direction, McPherson has worked to fine-tune our best teaching practices including Language Acquisition and Academic Vocabulary, Response to Instruction and RTI-2, Marzano's 9 Effective Teaching Strategies and a Rigor-Relevance framework, in addition we will continue providing strategies to implement the newly adopted state standards within the classroom. Teachers continually network around our instructional strengths and areas of identified growth, working within our own school as well as branching out to collaborate with other institutions and experts in the field. Staff has developed and identified techniques and programs to meet the unique needs of all students. Common assessments, district pacing tests (performance based-21st Century Assessments), text book created materials, writing rubrics, and both standardized and norm-based testing all provide rich data to analyze for on-going feedback and opportunities to reteach concepts. EADMS (which is our newly adopted data analysis platform) allows our teachers to access and analyze data in a timely way to provide appropriate intervention.

Parents have provided extra support to ensure our school's success. The PTSA and the McPherson Education Foundation have raised thousands of dollars and committed countless hours of service. The PTSA provides enriching programs in music and the arts. The Education Foundation helps fund the magnet focus, providing instructional tools such as manipulatives, science refurbishments, and technology upgrades. Working together as a community, the vision of inquiry-based instruction is guided by student assessment, engagement, and achievement.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

The progress that McPherson Magnet is most proud of with regards to Language Arts is as follows: As a school, McPherson Magnet saw an increase in both proficiency and growth when analyzing SBAC results. Language Arts went from 63% in 2016 to 65% in 2017 of students meeting or exceeding standards on the language arts assessment. Additionally, when reviewing claim analysis, McPherson saw increases in all claim areas for students above standard (except Research Inquiry which stayed at 35%).

Reading increased from 28% in 2016 to 32% above standard in 2017

Writing increased from 32% in 2016 to 38% above standard in 2017

Listening increased from 20% in 2016 to 25% above standard in 2017

Looking at EL (English Learners), we saw an increase in the number of students that exceeded standard (it went from 0% in 2016 to 3% in 2017).

By spring 2017, 76% of all students scored at the Proficient level, as measured by RI (Reading Inventory). Students who did not meet Proficiency demonstrated a pre/post test growth as measured by RI (from the beginning to the end of the year). Additionally, over 40% of EL students in grades 3rd through 8th redesignated last year (based on CELDT results, Reading Inventory scores and grades-18/40 which is 45%).

We will continue to build upon these success by continuing to focus on best first instruction within the Language Arts classroom. When students struggle, we will continue to help them through a system of identification (CAST) and then structures supports (MTSS and RTI within the classroom). We will continue to utilize the myriad of benchmark assessments to help target students that are not meeting standard: the Reading Inventory (RI), First Sound Fluency (FSF)-kinder, Phonemic Segmentation Fluency (PSF)-1st grade, Non Sense Word Fluency (NWF)-1st and 2nd grades, DORF-Reading Fluency-1st through 5th grades, DAZE-Reading Comprehension-2nd through 5th grades and on-line Wonders assessments. Additionally, we will continue to implement the use of interim block assessments in Language Arts three times per year to help students further understand the tasks which will be asked of them on the SBAC summative assessment.

English Learners will continue to receive small group intervention (1st and 2nd, 30 minutes; 4th and 5th 45 minutes) to ensure that their linguistic needs are being met utilizing the new Wonders and MyPerspectives adoptions (6th through 8th grade students will receive instruction through a supplemental ELD course of MyPerspectives). All students 3rd through 8th grade were invited to participate in 8 days of CELDT boot camp (utilizing LCFF funding) to ensure they are ready for this high stakes exam in October. Additionally, extra tutoring opportunities are offered after school for those EL and foster youth students that need additional help in the area of Language Arts (we have utilized the Lexia program for these after school tutoring opportunities).

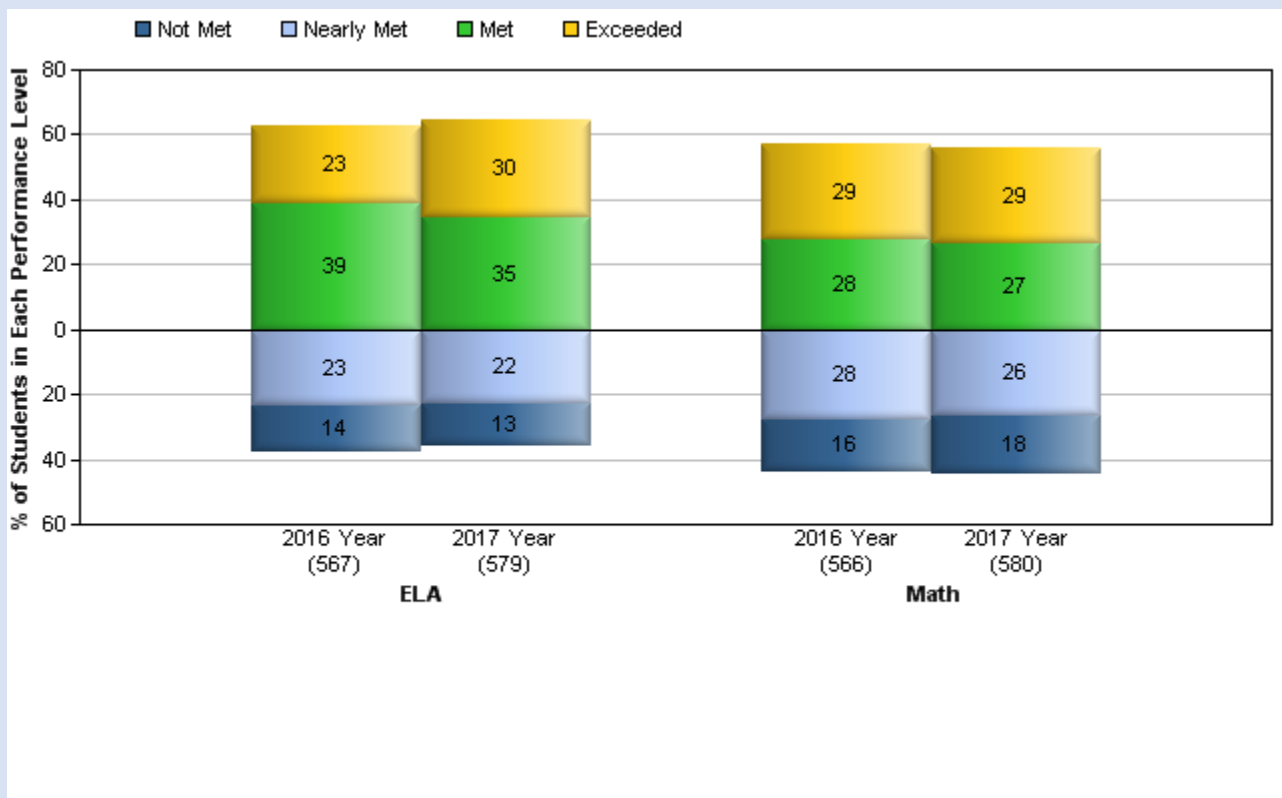
The progress that McPherson Magnet is most proud of with regards to Mathematics is as follows: As a school, McPherson Magnet saw a slight decrease in both proficiency and growth when analyzing SBAC results. When reviewing claim analysis, McPherson saw increases in all claim areas for students above standard (except Problem Solving which stayed at 31%).

Communicating Reasoning increased from 31% in 2016 to 36% above standard in 2017
 Concepts and Procedures/Modeling and Data Analysis increased from 38% in 2016 to 41% above standard in 2017
 Looking at EL (English Learners), we saw an increase in the number of students that exceeded standard (it went from 0% in 2016 to 7% in 2017). Overall EL students met or exceeded standard 14% on both the 2016 and 2017 school years.

By spring 2017, 72% of all students scored at the Proficient level, as measured by MI (Mathematics Inventory). Students who did not meet Proficiency demonstrated a pre/post test growth as measured by MI (from the beginning to the end of the year).

We will continue to build upon these success by continuing to focus on best first instruction within the Mathematics classroom. When students struggle, we will continue to help them through a system of identification (CAST) and then structures supports (MTSS and RTI within the classroom). We will continue to utilize the benchmark assessments to help target students that are not meeting standard: the Mathematics Inventory (MI) and EnVision Pre/Post Assessments/Digitally Enhanced Assessments. Additionally, we will continue to implement the use of interim block assessments in Mathematics three times per year to help students further understand the tasks which will be asked of them on the SBAC summative assessment. We will utilize 5 hours of intervention after each interim block to target those students that do not meet standard on the assessment.

Additionally, extra tutoring opportunities are offered after school for those EL and foster youth students that need additional help in the area of Mathematics (we have utilized the Front Row and ST Math programs for these after school tutoring opportunities).



GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category (or) the school’s review of local performance indicators have demonstrated a need.

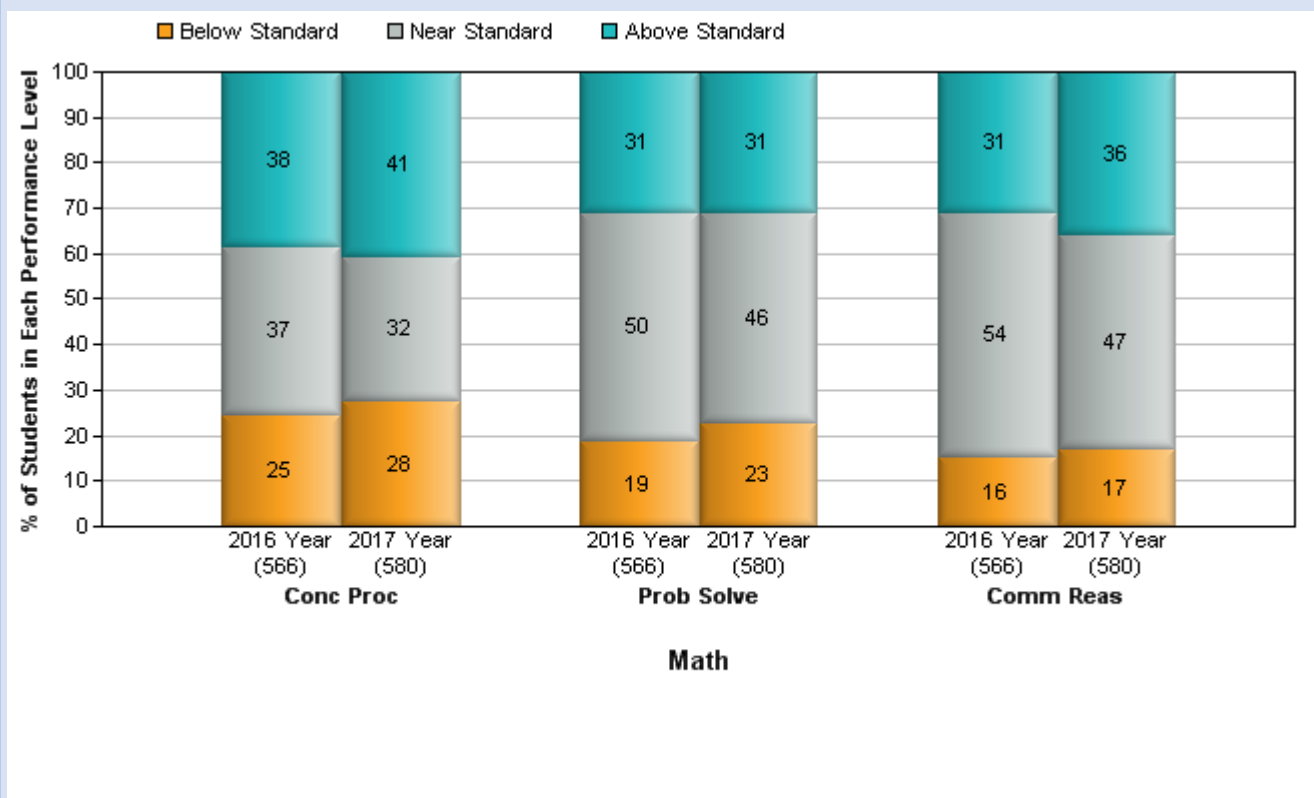
1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

After reviewing the assessment results, McPherson Magnet has determined that the area of most need lies in mathematics. As a school, McPherson Magnet saw a slight decrease in both proficiency and growth when analyzing SBAC results. Mathematics went from 57% in 2016 to 56% in 2017 of students meeting or exceeding standards on the mathematics assessment. Additionally, when reviewing claim analysis, McPherson saw increases in all claim areas for students above standard (except Problem Solving which stayed at 31%); however, we also saw increases in the number of students that did not meet standard:

- Communicating Reasoning increased from 16% in 2016 to 17% below standard in 2017
- Concepts and Procedures/Modeling and Data Analysis increased from 25% in 2016 to 28% below standard in 2017
- Problem Solving increased from 19% in 2016 to 23% below standard in 2017

Although students have made growth on the local assessment (Mathematics Inventory) their performance on the SBAC stalled last year. MI Growth last year:

- Grade 2- 100 points (average above proficiency)
- Grade 3- 240 points (average above proficiency)
- Grade 4- 265 points (average above proficiency)
- Grade 5- 220 points (average above proficiency)
- Grade 6- 145 points (average above proficiency)
- Grade 7- 115 points (average below proficiency)
- Grade 8- 150 points (average below proficiency)



2. What steps is the school planning to take to address these areas of greatest need for improvement?

As a school, McPherson Magnet has identified the need to not only push our students above standard (in which growth was seen), we need to continue moving students from below standard to at or near standard. This year, we plan to utilize the SBAC interim assessments as a true formative assessment. Students will be placed into intervention depending on how they do on the interim. Additionally, teachers have received professional development on the use of the EnVision Program (math)-specifically, the digitally enhanced assessments (which mimic the SBAC) and on math talks (with teachers utilizing small group intervention for mathematics on an increased level). Finally, teachers will receive training on claim analysis with regards to mathematics at a special twilight training.

We will continue to monitor student growth by reviewing Pre/Post EnVision math assessments, Mathematics Inventory (four times per year), SBAC interim assessments and the digitally enhanced assessments associated with the EnVision curriculum. For those students struggling, a math tutoring groups has been designated after school with use of Front Row and ST Math to help increase math ability.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the “all student” performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the “all student” performance? If not any, please describe any specific sub groups

On last years SBAC assessments, McPherson saw the following trends:

- Socioeconomically Disadvantaged students and Hispanic students showed growth in the Language Arts (neither was two performance levels below all students)
- Students with Disabilities, English Learners (including EL and Redesignated), Asian students and White students all maintained in the area of Language Arts (none was two performance levels below all students)
- No subgroup dropped in Language Arts except EL Only (with redesignated students pulled out of the data). This group dropped a level; however with only 29, they are not counted a numerically significant
- EL students, Asian students, Hispanic students and white students showed growth in the mathematics (neither was two performance levels below all students)
- Socioeconomically Disadvantaged students and Students with Disabilities both showed a drop with SWD falling two performance levels with mathematics

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

All students will take three math interim assessments (grades 3-8) this school year. Students will be placed into intervention depending on their scoring on the SBAC interim assessments. Students with disabilities will be closely monitored to ensure that they are showing growth and if not will receive targeted intervention in the area of mathematics.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

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 (Grades 1-2: 30 minutes; Grades 3-5: 45 minutes; and Grades 6-8: small group instruction through an EL period (supplemental not replacement)
- After school tutoring opportunities: 2/3 and 4/5 have literacy after school through Lexia and math through Front Row. Additionally, middle school students have the opportunity to receive structured assistance through after school tutoring on Tuesdays and Thursdays.
- CELDT Boot Camp: EL students receive 8 hours of additional tutorial in preparation for the CELDT exam.
- Zero Tolerance Homework Policy: In grades 6-8 students are mandated to go to lunch time tutoring if they do not complete their homework assignments. These tutorial sessions give students structure in order to get their assignments completed.
- Classified employees keep the McPherson computer lab open after school daily for one hour in order for low SES students to complete their homework assignments and print their work.
- Students that are low SES also have the ability to use a Chromebook/HP Stream for the school year (if they cannot provide their own laptops for our BYOD-Bring Your Own Device program)

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the “all student” performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

*Approximately 10% of student are receiving special education services who need specialized academic instruction to meet grade level standards. Due to district staffing, McPherson Magnet lost a full time education specialist this year resulting in the caseloads for all of our existing educational specialists to grow (additionally those specialists who have primarily worked in SDC have had to take on RSP caseloads). Corrective Measure-we are continuing to implement inclusive schooling and by the 2018-2019 school year we will move to full implementation of the inclusive school model, so that our education specialist can concentrate on 2 grade levels.

*Approximately 9.8% of our students are English Learners with 4 of the total 84 being LTEL (Long Term English Learners). Corrective Measure-we have continued working on redesignation of those English Learners by offering after school tutoring, CELDT, reading interventions in the classroom (through Wonders) and CAST meetings to discuss student progress on assessments. Last year we were able to redesignate 45% of our 3rd through 8th grade students.

*Substitute teachers are difficult to obtain which hinders our teacher's ability to teach (administration has had to step in as a substitute on several occasions) and has caused us to have to reschedule meetings like CAST.

- I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS** – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

We hold regular meetings of our SSC (School Site Council), ELAC, PTSA and McPherson Education Foundation. During those meetings, we consistently receive feedback in discussion format regarding programs and services at McPherson Magnet. In addition, we have an online survey that we ask parents to take and give feedback on how we are doing as a school. We ask if there are programs they would like to see at our school site and for services they would like to see implemented. Through all of these methods of gaining feedback, we are able to inform our school plan development for the next year.

- II. **INVOLVEMENT GOVERNANCE – MONITORING SPSA** – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

The SPSA is reviewed with School Site Council, PTSA, the McPherson Education Foundation and ELAC at the beginning of each school year. Upon completion and approval, the SPSA is monitored in the winter and spring to determine if goals are met (and what has been done toward meeting those goals). The annual program evaluation is reviewed and approved through the School Site Council two times per year.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

Information is shared weekly through PACE calls, newsletters, daily access to Parent Portal, Haiku, parent-teacher conferences, and teacher group & individual e-mails. Middle school grades are e-mailed home biweekly with grade updates. Information is also shared regularly through parent group meetings: PTSA, Foundation and Principal's Coffee. Teacher representatives on the ILT give input and review the school plan, as do the SSC/ELAC members. All staff is invited to review and give input on the school plan. Many parent surveys were conducted last year, to receive input on how services can be improved. A process is in place to review, plan, and monitor SPSA throughout the year with the SSC/ELAC.

Parent training opportunities are available through Phoenix House to parents (10 Mondays in the fall). Local colleges will work with our families to support at-risk students, as well as all students. Parents are offered science night to help become more educated in 21st century learning. Parents are also encouraged to volunteer in the classroom through teacher invitation. Numerous family events are held throughout the year to encourage parent participation and strengthen the home-school bond. Parent coffees are held monthly to inform families, share strategies on how to help their children, update them on important educational information, support and listen to concerns. In staff meetings, teachers have the opportunity to talk and be trained in how to best reach parents, work together to bring parents into the school community, and how to help parents partner in the educational process-how to use and read data, and how teachers can better explain data so that we are all working towards supporting student progress.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

Preschool assessments are conducted, prior to the school year, to level students and provide valuable information to kindergarten teachers. Parents are provided with suggestions and reading materials to support the transition to the kindergarten year, which is shared before the summer.

In elementary school, buddy programs throughout the year enable students to meet and see other classrooms. 5th grade students, in preparation for 6th grade, are visited by the current 6th grade students, to tell their stories of transition what is important to the students. During the first week of school, 6th grade teachers work to acclimate students into their program., and teach organizational skills, Cornell Notes, and technology use. Edmodo is used as well as the laptop program, to prepare students for middle school.

Moving from middle school to high school students walk to El Modena High School twice and counselors meet with students to prepare schedules and follow up on concerns (those students planning on attending Villa Park High School are also taken there on the community open house). 8th grade teachers make recommendations for the high schools and principals meet in feeder units to work on vertical articulation. Parent orientations for new incoming students are held twice-in February and April. New families are invited to key school community events before they enter the school.

TITLE I SCHOOL SECTION ONLY

Place an “X” in the box next to each statement to signify completion.

Parents have received and completed the School/Parent Compact.

Parents have received a copy of the Parent Involvement Policy.

A copy of the Parent Involvement Policy and School/Parent Compact has been submitted to the Orange USD Special Programs Department.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF Supplemental Funds	36452	0.00
Site Discretionary	38163	0.00
Lottery	8720	0.00
Donations	12055.48	0.00
Other	55924.02	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1	\$18,157.48
Goal 2	\$
Goal 3	\$59,942.45
Goal 4	\$45,914.57
Goal 5	\$9,553.00
Goal 6	\$17,747.00
Goal 7	\$

Stakeholder Engagement

SPSA Year

 2017-18

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

Throughout the school year, McPherson Magnet sends home surveys (LCAP, Technology and our own End of the Year Survey).. Results from these surveys are reviewed and shared out with our Instructional Leadership Team (ILT), SSC, ELAC, and at Principal Coffees. From the review of 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 Board Approval. For the annual review, the stakeholder groups have a chance to discuss the actions throughout the year and two times a year, the progress monitoring of the actions are recorded on the Annual Program Evaluation.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

The stakeholders of McPherson Magnet had a strong opinion on offering additional parent engagement opportunities, STEM opportunities for our students and continuing with College and Career Readiness. These activities have been highlighted in the SPSA for the 2017-2018 school year.

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL: Conditions for Learning

All students will receive a 21st century education provided by credentialed teachers and support staff, access to standards-aligned materials and facilities maintained in good repair.

SITE GOAL:

All McPherson students will receive a 21st century education with access to engaging learning environments in good repair and with access to a variety of technologies to create a blended 1:1 learning environment in all grades.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

School site has not been modernized and has an overall "good" rating on the FIT report. Technology device ratio is 1:1 for grades 1st, 2nd, 4th, and through BYOD (5th through 8th). We are currently moving kinder and 3rd to 1:1 (our device ratio is those two grade levels is better than 2:1).

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
FIT (Facilities Inspection Tool)	FIT report in 16-17 with an overall "good" rating	FIT report-maintain overall "good" through regular communication with Maintenance and Operations via work order system
Ratio of student devices	Currently 1:1 for grades 1st, 2nd, 4th, and through BYOD (5th through 8th). We are currently moving kinder and 3rd to 1:1 (our device ratio is those two grade levels is better than 2:1).	Expected 1:1 in kinder and 3rd by the end of the 2018-2019 school year

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. All teachers will be appropriately assigned and fully credentialed in all subject areas and for all pupils (especially socioeconomically disadvantaged, EL and foster youth) they are teaching, ensuring Highly Qualified Status.	ELA Math ELD CAHSEE/Graduation Rate/ CTE Course	August 2017	Principal Assistant Principal	Over the summer the McPherson Magnet Administrative Team pulled the credential report identifying each teachers credential and verified that all teachers are teaching within their credentialed area (HQT).		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Participation and Completion Rate					
2. We will continuously need to supply classrooms with basic services/supplies by utilizing discretionary funds.	ELA Math ELD	August 2017- June 2018	Principal Assistant Principal Office Manager	Includes office deport, Raptor system, lamination materials, paper, etc.	Site Discretionary	15007
3. We will continuously need to update our equipment at McPherson to supply basic services for our campus utilizing discretionary funds.	ELA Math ELD	August 2017- June 2018	Principal Assistant Principal Office Manager	Maintenance Contracts: Collins Business Equipment Open PO for Laminator Repair, Junior's Golf Carts, David Stoneman for piano repair services: P	Site Discretionary	600
4. To aid with any student or staff emergencies, the paramedics subscription will be renewed yearly to ensure that our site is covered in case of such an emergency.	Attendance	2017-2018	Principal Assistant Principal Office Manager	City of Orange Paramedics subscription	Site Discretionary	48
5. A cart was purchased to hold iPADS in two of the 2nd grade classrooms	Technology	2017-2018	Principal Assistant Principal Office Manager	Anywhere Cart - 36 Bay - For 60 iPads ordered on Req #400506	Donations	2502.48

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL: Conditions of Learning

All students are provided with resources, materials, services and instruction by highly trained teachers. The training provided is focused on developing 21st Century teaching and learning through the implementation of the California State Content Standards and corresponding frameworks with an expanding focus on the integration of technology.

SITE GOAL:

100% of McPherson students will be provided with instructional services and materials to access the content standards with an emphasis on the blending of technology within the classroom.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

Our teachers are in need of continued Professional Development in the area of infusion of technology within the classroom across all curricular areas. Currently, 20% of our teaching staff have completed iTeach through the district office (receiving iPads for classroom use). We are also continuing to provide professional development opportunities in the use of the SBAC interim assessments and claim analysis with the state standards.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

2016-17 Baseline

2017-18

% of teaching staff that have successfully completed iTEACH and the % of staff that have utilized the OUSD Technology Coach (through iLEARN).

20% of our teachers have completed iTEACH
20% of our teachers have completed iLEARN

We will continue to have teachers participate in technology professional development with 25% completed iTEACH and 25% completing iLEARN

% of students participating in SBAC interim assessments

100% of our students completed 2 math and 2 language arts SBAC interim assessments during the 2016-2017 school year (individually-receiving scores).

100% of our students will complete 3 math and 3 language arts SBAC interim assessments during the 2017-2018 school year (individually-receiving scores).

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Align all content areas with the newly adopted state academic content standards and the ELD standards: Math, ELA, Science, and History.	ELA Math	August 2017- June 2018	Principal Assistant Principal Teachers	Planning time to be given on staff development days and modified Wednesdays.		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
2. Use technology in the classroom to engage students in 21st Century learning skills including research, collaboration, presentation and online assessments. Technology coach to work with 2nd and 4th grade team on 1:1 initiative.	ELA Math ELD GATE	August 2017- June 2018	Principal Assistant Principal Teachers	Use of purchased technology for classroom use: 6 iPad carts, 1 Chromebook cart, 4 HP Stream Carts (and two additional HP Stream Carts provided by the district IT).		
3. Integration of technology into regularly scheduled instruction time. McPherson to increase student access to devices within the classroom setting (moving 2nd grade to 1:1 program).	ELA Math ELD GATE	August 2017- June 2018	Principal Assistant Principal Teachers Technology Coach	Planning time and professional development opportunities given for teachers and technology coach to work together on technology integration.		
4. RTI2 Specialist and Teacher Leaders will provide professional development to other staff members on effective strategies in ELA, Math, ELD, writing, technology, and student engagement.	ELA Math ELD GATE	August 2017- June 2018	Principal Assistant Principal Teachers RTI Coach	Teachers and RTI2 Specialist to present to the McPherson staff on Wednesday sire professional development days in the areas of writing, ELA and math instruction.		
5. Develop engaging ELA lessons with a focus on informational text by integrating Science and Social Studies topics.	ELA	August 2017- June 2018	Principal Assistant Principal Teachers RTI Coach	Teachers to utilize professional development opportunities in order to integrate science and social studies into the McPherson Literacy Block.		
6. Students to take SBAC Interim assessments to practice skills required for state testing (focusing on newly adopted state standards).	ELA Math	November 2017- April 2018	Principal Assistant Principal Teachers RTI Coach	Grade levels determined which interim assessments would be given to their grade levels		

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL: Conditions of learning

Goal 3: All students will have access to 21st Century courses and programs that enhance college and career opportunities, such as Advancement via Individual Determination (AVID), Online Courses (including Accelerated Math Pathway), Expository Reading Writing Course (ERWC), Advanced Placement (AP), College Board approved A-G courses, Career Technical Education (CTE) resources and Science, Technology, Engineering, Arts and Mathematics (STEAM) courses.

SITE GOAL:

100% of McPherson Magnet students will have access to 21st century courses and programs at McPherson Magnet that enhance college and career opportunities especially in the area of STEM

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

Our middle school students need to receive additional STEM opportunities (elective)

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
# of students participating in STEM coursework through PLTW	100% of elementary students participate in Launch 100% of students participate in 6th grade Design and Modeling (1 trimester) 100% of students participate in 7th grade Computer Science 1 and 2 (1 year) No 8th grade students participate in a STEM elective	100% of elementary students participate in Launch 100% of students participate in 6th grade Design and Modeling/Automation and Robotics (1 year) 100% of students participate in 7th grade App Builders and Computer Science for Innovators and Makers (1 year) 33% of students participate in 8th grade Flight and Space, Green Architecture and Medical Detectives (1 year)
# of students participating in AVID) students participated in AVID last year	10% of 6th graders will participate in AVID by taking the AVID elective during the 2017-2018 school year

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Increase EL parents engagement in activities at McPherson Magnet. We are looking at increasing parent involvement in all activities including ELAC, SSC, Science/Math Nights, Back to School Nights, Literacy Lunches and Open House.	ELD	For the 2017-2018 school year.	Principal Assistant Principal Bilingual Aide	We will hire a bilingual aide to interpret to parents in Spanish at various parent functions to increase parent involvement, especially for EL students' parents. Events that we would have interpretation include ELAC meetings, School Site Council Meetings, and community events (such as Back to School Night, Science Night and Open House).	Site Discretionary	562
2. Substitutes will be provided to assist teachers in the planning of student/parent events that are centered around the McPherson Magnet focus including science, math and technology. Use of the substitutes would facilitate getting those parents involved that do not typically attend events, especially, EL, socioeconomically disadvantaged and re-classified students.	ELA	Substitutes would be used before major events like Science Night, Science Fair, and Family Math Night.	Principal Assistant Principal Teachers	Substitute rate for Kayee Conrad and Shannon Duncan to plan for Science Fair and increase parental involvement through STEM Night.	LCFF Supplemental Funds	3456.43
3. Plan and execute parent/family involvement activities surrounding STEM. McPherson Magnet teachers, administration and parents will organize a STEM Career Fair.	CAHSEE/Graduation Rate/ CTE Course Participation and Completion Rate Attendance	April 26, 2018	Principal Assistant Principal Teachers	Invitations will be sent out to community members to invite them into our school. Students will be able to choose which classrooms they would like to attend in order to hear from individuals that work in the field of STEM. Education, daily job functions, pictures and questions will all be part of the presentations.		
4. Counselor/P21 Specialist at El Modena High School have been commissioned to give a presentation for McPherson families.	CAHSEE/Graduation Rate/ CTE Course Participation and Completion Rate	2017-2018	Principal Assistant Principal El Modena Counselors	Parents will be invited to El Modena to hear the presentation for the P21 specialist and head counselor at El Modena High School. The purpose of the presentation is to increase understanding of pathways and college entrance.		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
5. Plan and execute parent/family involvement activities during the regular school day.	ELA ELD Attendance	2017-2018	Principal Assistant Principal Office Manager Instructional Leadership Team	Parents and families will be invited to the school for a Literacy Lunch on the Lawn to promote literacy 3 times per year.		
6. Continue to execute the longitudinal STEM program at McPherson Magnet through CTE money to support College and Career Pathways.	CTE participation	2017-2018	Principal Assistant Principal Office Manager Instructional Leadership Team	Equipment needed for PLTW roll out of the 8th grade elective as well as updating the facilities of the room	Other	55924.02

Goals, Actions, & Services 2017-18

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Goal 4

(Aligned to State Priorities 4, 8)

DISTRICT GOAL: Pupil Outcomes

Students will demonstrate increased student achievement in all subject areas: English Language Arts, Math, Science, Technology, Social Sciences, Visual and Performing Arts, Physical Education, World Languages and Career Technical Education.

SITE GOAL:

Students at McPherson Magnet will demonstrate increased achievement in all subject areas, with an emphasis on higher achievement in English Language Arts and Mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

McPherson saw increases in English Language Arts on the 2016-2017 SBAC assessment; however, we saw a slight decline in mathematics.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
% of students achieving standard met and exceeded for ELA (all students by subgroup) % of students showing growth of 20% or more for ELA	65 % of students achieving standard met and exceeded for ELA (all students by subgroup) 43% of students showing growth of 20% or more for ELA	68 % of students achieving standard met and exceeded for ELA (all students by subgroup) 48% of students showing growth of 20% or more for ELA
% of students achieving standard met and exceeded for mathematics(all students by subgroup) % of students showing growth of 20% or more for mathematics	56% of students achieving standard met and exceeded for mathematics(all students by subgroup) 30% of students showing growth of 20% or more for mathematics	59% of students achieving standard met and exceeded for mathematics(all students by subgroup) 35% of students showing growth of 20% or more for mathematics
% of students achieving standard met and exceeded on Reading inventory	76% of students achieving standard met and exceeded on Reading inventory	77% of students achieving standard met and exceeded on Reading inventory
% of students achieving standard met and exceeded on Mathematics inventory	72% of students achieving standard met and exceeded on Mathematics inventory	75% of students achieving standard met and exceeded on Mathematics inventory
% of students reclassified to fluent English proficient	45% of McPherson 3rd-8th grade EL students redesignated last year	15% of McPherson 3rd-8th grade EL students will redesignate this year

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. The computer labs will be supervised by a classified supervisor (from 2-4 Mondays, Tuesdays and Fridays and Monday through Friday from 7:30-8:00) in order to assist those students (especially English Language Learners, socioeconomically disadvantaged, and redesignated students) with homework completion, math practice and completion of reading counts tests.	ELA Math	Starting September 2017 through June 2018. Supervision would occur from 7:30-8 daily and Monday, Tuesdays and Fridays from 2:00-4:00PM	Principal Assistant Principal Classified Supervisors	Classified Supervisors would be paid their hourly rate to supervise the computer lab in order to allow students access to word processing and the internet (especially for those students that do not have computers available at their home).	LCFF Supplemental Funds	1809
2. McPherson will continue our focus on student communication through digital portfolios. Students will be engaged in creating a digital portfolio of their work (for presentation as 8th graders) with specific evidence/goal setting through CTE. All students K-3 will utilize SeeSaw to create their portfolios and grades 4-8 will use Google Drive.	Math ELA ELD	August 2017-June 2018	Principal Assistant Principal Teachers	Software licenses for SeeSaw and other digital portfolio applications.	Lottery	5006
3. To further assist our EL students, foster youth, and socioeconomic youth with early phonemic awareness, teachers will have access to research-based strategies to increase student achievement in the area of phonemic awareness.	ELA	August 2017-June 2018	Principal Kinder and 1st Grade Teachers RTI Teachers	Teachers K-1st will utilize Haggerty Phonemic Awareness in their literacy block to help students with sounding out words.		
4. To help our EL students with their redesignation goal, a CELDT bootcamp tutoring opportunity has been set up for our EL students grades 3-8	ELD	Two weeks in September/October, 2017	Principal EL teacher teams RTI Teacher	8 hours of structured CELDT tutoring will take place after school on each of the designated days. Students will receive information on their past CELDT testing and will then create goals for this year.	LCFF Supplemental Funds	1501.56

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
5. To further grow in the area of the Common Core, teachers will be given time to plan with Common Core implementation within their grade level/department. Substitutes will relieve teachers of their daily instruction in order for the teachers to have planning time with the Common Core. Their focus will not only be implementation of Common Core, but especially focusing on socioeconomically disadvantaged, EL or reclassified students within their classroom and teaching to their individual needs.	ELA Math ELD	Periodically starting September 2017 through June 2018 as teacher groups write up proposals for required time out of class to plan for Common Core instruction.	Principal Assistant Principal Teachers	Teacher(s) will write up a proposal for how their time would be utilized with a substitute for planning purposes. Kinder Assessments: \$790 SST/IEPs: \$1264 MyPerspectives: \$474 Priest: \$158	LCFF Supplemental Funds	6244
6. To assist those students that are socioeconomically disadvantaged we will offer additional technology in all middle school classrooms to supplement for those students that are unable to bring their own devices to McPherson Magnet (grades 5 through 8).	Math ELA ELD	2017-2018 School Year	Principal Assistant Principal Classroom Teacher	HP STREAMS 11 notebooks through Avrey Jones and 4 television projection systems.	LCFF Supplemental Funds	17374.01
7. To further grow in the area of the Next Generation Science Standards (NGSS), teachers will be given Professional Development opportunities. Substitutes will relieve teachers of their daily instruction or teachers will be paid extra earnings in order to have professional development with topics included within NGSS. Their focus will not only be implementation of NGSS, but especially focusing on socioeconomically disadvantaged, EL or reclassified students within their classroom and teaching to their individual needs.	ELA	2017-2018 School Year	Principal Assistant Principal Teachers	Each grade level team met with our STEM Specialist to plan out the year with science instruction including fitting in PLTW, Foss Kits and Engineering is Elementary kits to successfully teach to the NGSS standards.	LCFF Supplemental Funds	1896

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>8. Administration will monitor GATE student progress annually and will work with the school in student identification and placement</p> <p>Refer high achieving primary students for GATE identification process to the GATE office.</p> <p>GATE opportunities to be communicated with parents.</p> <p>Differentiated classroom instruction and materials will be provided for all identified GATE students including 6-8 grade electives (math-science-technology). Opportunities to choose, explore, expand, and refine interests and talents will be offered throughout the school year.</p>	GATE	2017-2018 School Year	Principal Assistant Principal Teachers GATE Coordinator	<p>On-going communication and notifications-training and resources. Testing identification in December and GATE testing in January.</p> <p>Enrichment opportunities in the classroom-with supplemental materials.</p> <p>VEX Robotics after school (through CTE), Engineering program in 4th/5th grade, technology and project based learning throughout the school year with choice in classroom experiences.</p>		
<p>9. English Learners at Basic CELDT level will receive daily small group instruction (30-45 minutes) in identified areas utilizing READ 180 and Wonders ELD curriculum.</p> <p>Long Term English Learners (LTEL) students are identified by administration and teachers provide ongoing progress monitoring.</p>	ELD	August 2017-June 2018	Principal Assistant Principal Teachers RTI Coach	Data to be collected and distributed by administration. READ 180 to be run in a learning lab model by RSP and/or SDC teacher. Small group instruction to be completed by classroom teacher with support from the RTI coach.		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
10. To assist students that are struggling academically, after school tutoring will be offered at every grade level. Tutoring will focus on reading and organization strategies and will target those students that are EL, redesignated, foster youth, and socioeconomically disadvantaged.	ELA ELD Math	October 2017- June 2018	Principal Assistant Principal Teachers	Extra earnings for teachers (K-5) working after school to meet with students from 30 minutes to 1 hour. Middle School tutoring will be paid through LCFF funds at the district level (for CAHSEE prep).	LCFF Supplemental Funds	4171
11. Students at McPherson Magnet will have access to ST Math through their classroom in order to increase their math abilities (fluency and regular syllabus).	Math	2017-2018	Principal Assistant Principal Classroom Teachers	Renewal for the 2017-2018 school year.	Site Discretionary	4199
12. To assist students that are struggling academically RTI will be offered through the RAZ kids computer program, Lexia, Front Row, IXL and Reading A to Z at various grade level. The program will target those students that are EL, redesignated, foster youth, and socioeconomically disadvantaged.	ELA	2017-2018	Principal Assistant Principal Classroom Teacher	Learning A-Z RAZ kids is a reading and assessment function and will be implemented grades 1st through 5th.	Lottery	3714
13. We will have a specific goal for our EL students to increasing their use of academic language to explain their learning orally in the classroom (using communication objectives).	ELD	2017-2018	Principal Assistant Principal Classroom Teacher	Each day classroom teachers will have a communication objective posted (evidence will be collected by administration visits to the classrooms). Additionally, at the end of each school day, principal will ask students to explain what their learning for the day is (teachers will monitor that being done within the classroom).		

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 5

(Aligned to State Priorities 2, 3, 5, 6)

DISTRICT GOAL: Engagement

Goal 5: All parents will have opportunities to participate in workshops, activities, stakeholder engagement trainings, utilize resources and services, as well as, provide input in decision-making practices at the District and schools, with an emphasis on English Learners, Low Income, Special Education, Gifted and Talented Education (GATE), and Foster Youth students, to become true partners in their child's education.

SITE GOAL:

All parents have the opportunity to participate in specifically designed activities to engage them in their child's educational program as well as becoming informed parents so they can be active partners in McPherson Magnet. 100% of our families will complete 10 hours of volunteer service within our school on a yearly basis making them true partners in their child's educational experience at McPherson Magnet.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

100% of our families will complete 10 hours of volunteer service within our school on a yearly basis making them true partners in their child's educational experience at McPherson Magnet.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

2016-17 Baseline

2017-18

Percent of families that complete their 10 hours of volunteer service at McPherson Magnet.

95% completed their volunteers service last year

100% will complete their volunteer service this year.

Number of parents that completed the LCAP survey last year for McPherson Magnet

343 families completed the survey last year

400 families will complete the LCAP survey this year

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. The Vex Robotics club will be continued for grades 4th through 8th to further student engagement in school and foster an interest in the STEAM related fields. Parent volunteers will be encouraged to assist.	Attendance Discipline GATE	2017-2018 School Year	Principal Assistant Principal Teacher Leaders	Two teacher leaders to run Vex robotics after school programs (to be paid through district stipends).		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>2. SART hearings to be held three times per year at McPherson Magnet. Administration will identify students that have excessive absences/tardies and then require parents of those students to attend a SART meeting at McPherson. Present at the SART is a counselor, assistant principal and/or principal, and nurse.</p> <p>Students with tardies will receive consequences for on-going attendance issues including detentions and on-campus suspensions.</p>	Attendance	2017-2018 School Year	Principal Assistant Principal Teachers Parents	<p>SART meetings to be scheduled on the school's master calendar. Staff already available (so no extra funds are required).</p> <p>Discipline matrix has been developed along with a new discipline referral system to keep track of consequences for students with excessive tardies.</p>		
<p>3. Kinder and 1st grade students participate in the Big Buddies program. The program helps each student have ties with an older student on campus.</p>	ELA ELD Attendance	2017-2018 School Year	Principal Assistant Principal Kinder, 1st, 6th and 8th grade teachers	Each 1st grade student is teamed with an 8th grade student. Each kinder student is teamed with a 6th grade student. Teachers conduct planning to assist with students completing ELA curriculum through the Big Buddies Program.		
<p>4. Attendance awards are given out at the end of the year to recognize students with exceptional attendance.</p>	Attendance	2017-2018 School Year	Principal Assistant Principal	Each year an Aeries query is run to find the students that have exceptional attendance so that we can recognize them at an all-school flag towards the end of the school year.		
<p>5. Elementary students (K-4) receive music education to engage them in their school day. Our parent groups have supported this program by fundraising.</p>	Attendance	2017-2018 School Year	Principal Assistant Principal Music Coach	To help engage students that are musically inclined (and keep them motivated) our PTSA funds music coaching for all elementary grades K-4. Students all receive 1 hour of music coaching per week.	Donations	9553

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
6. Phoenix House Behavioral Health will run 10 weeks of Strengthening Families Workshops.	Parent Engagement	Mondays from October through December	Principal Assistant Principal Phoenix House	To help families strengthen bonds and learn skills to communicate effectively in the household		
7. Parents will complete the LCAP survey to ensure that McPherson Magnet is meeting the needs of both them and their students. Parents will complete the end of the year McPherson survey.	Parent Engagement	October 2017 through January 2018	Principal Assistant Principal Parent Community	Information will be sent out to parents explaining LCAP survey through the weekly newsletter, special School Messenger class and e-mails requesting completion and Twitter @mcphersonmagnet		

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 6

(Aligned to State Priorities 3, 5, 6, 7)

DISTRICT GOAL: Engagement

Goal 6: All students will participate in engaging college and career pathway programs, technology, digital literacy, and resources and support systems that will increase student attendance.

SITE GOAL:

McPherson Magnet will show an attendance rate increase from the 2016-2017 school year. Attendance rate for the 2016-2017 school year was 96.69% for elementary and 97.06% for middle school.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

Our attendance rate is strong at McPherson Magnet (about 97%) for both elementary and secondary, yet we do have students with attendance concerns. After reviewing those students with attendance concerns, we will develop an individualized plan to increase their attendance rate (including connecting them to high interest activities in the area of STEM).

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

2016-17 Baseline

2017-18

Attendance Rates

Students at McPherson Magnet's school-wide attendance was excellent last year. Last year's attendance was 96.69% for elementary and 97.06% for middle school.

Students at McPherson Magnet will maintain last year's school-wide attendance. At least 97% for both elementary and secondary students.

Truancy Rates

The truancy rate for McPherson Magnet was 0.83% for elementary and 1.25% for middle school.

Students at McPherson Magnet will have a decreased truancy rate under 1% for both elementary and secondary.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Build a safe and welcoming school through Positive Action recognition opportunities and awareness at weekly flag ceremonies. Have a daily message from the principal regarding character: Words of	Discipline	August 2017- June 2018	Principal Assistant Principal All Teachers	Training for teachers at Modified Wednesdays Regular PBIS team meetings with faculty.		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>Wisdom. An anti-bully contract and box are in place which enable students to communicate their concerns.</p> <p>Revisit the discipline matrix and consequences with Staff and Students and put in place routine proactive measures to help students make wise choices.</p>						
<p>2. Increase positive messages to staff through classroom visits. Principal to send out weekly newsletter regarding all of the wonderful things going on at McPherson Magnet (highlighting classroom observations).</p> <p>School wide suspension and expulsion data will be reflected upon and will guide changes.</p> <p>A wall of fame has been installed to recognize parents who have gone above and beyond.</p>	Discipline	August 2017- June 2018	Principal Assistant Principal All Teachers	<p>Weekly messages- newsletters, flag, etc.</p> <p>School-wide survey will be conducted with the SSC in the spring</p> <p>Celebration of Parent/Family involvement.</p>		
<p>3. Character Building Activities are conducted throughout the year including our daily announcements (with the pledge) which includes Words of Wisdom.</p>	Discipline	August 2017- 2018	Principal Assistant Principal	<p>Daily Words of Wisdom read by principak giving students information on character education.</p>		
<p>4. The school safety plan will be updated each spring and materials will be purchased to make McPherson safe.</p>	Discipline	August 2017- June 2018	Principal Assistant Principal	<p>School safety plan is created and then approved by school site council and local law enforcement. Drills are conducted in accordance with district policy and education codes.</p>		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
5. 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.	Discipline Attendance	August 2017- June 2018	Principal Assistant Principal Mental Health Counselor Teachers	At the first staff meeting, teachers will be informed of the counseling referral process. The counseling referral forms are also placed on the McPherson Staff Site for teacher use.		
6. Foster a safe and welcoming environment for all students by providing additional supervision at student lunch time		August 2017- June 2018	Principal Assistant Principal Noon Duty Supervisors	Noon duty supervisors will be trained and regularly monitored to ensure that they are providing adequate supervision for the students of McPherson Magnet. Salaries are paid for out of Site Discretionary.	Site Discretionary	17747

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 7

(Aligned to State Priorities 3, 5, 6, 8)

DISTRICT GOAL: Engagement

Goal 7: All students will have access to resources, services and programs that provide a safe and motivating learning experience that fosters school connectedness.

SITE GOAL:

All students at McPherson Magnet will have access to services and programs that provide a safe and motivating learning experience and foster school connectedness.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

When surveying our students, we have found that students want more opportunities with regards to STEM (which has allowed us to expand our PLTW program).

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

2016-17 Baseline

2017-18

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Co-teaching model will be used to increase teacher student ratio for at-risk learners (READ 180 and Math 180 in our middle school).	ELA	August 2017-June 2018	Principal Assistant Principal RSP Teacher General Education Teacher	Professional development provided by SPED and Sara Beggs at the district office.		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
2. Increase CTE course offerings at McPherson Magnet especially for EL, low income and foster youth students.	CAHSEE/Graduation Rate/ CTE Course Participation and Completion Rate	August 2017- June 2018	Principal Assistant Principal CTE Teacher CTE Coordinator	Have PLTW 1 course-Design and Modeling/Automation and Robotics (6th grade), IT (Mouse squad), PLTW 2 course-introduction to computer science 1 and 2 (7th grade students), PLTW 3 course (Flight and Space, Medical Detectives and Green Architecture) and CSTEM Robotics for middle school.		
3. Increase teacher and student interest and knowledge of STEM/CTE opportunities and activities-including STEAM career fair and Science Fair.	ELA ELD GATE	August 2017- June 2018	Principal Assistant Principal	Share STEAM/CTE related information with staff on an ongoing basis. Teachers to participate in science fair and STEAM career fair.		
4. A Project Lead the Way STEM Lab has been added to McPherson Magnet to increase student access to CTE curriculum. This will also help build student awareness of STEM curriculum.	CAHSEE/Graduation Rate/ CTE Course Participation and Completion Rate Math Attendance	June 2017- August 2018	Principal Assistant Principal Office Manager	We now have three permanent STEM locations on our campus: room 300, 302 and 403.		
5. McPherson Magnet with institute Femineers. This after school program will target 6th grade girls interested in a STEM related field as a career	CTE participation	Spring 2018	Principal Femineer Coordinator	6th grade girls will have the opportunity to build wearable technology through use of the Raspberry Pi and Arduino trainings with the Femineers lead teacher..		

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	98	91	93	94	88	91	94	88	91	95.9	97.8	97.8
Grade 4	100	105	97	96	100	96	96	100	96	96.0	96.2	99
Grade 5	104	97	102	102	96	99	102	96	99	98.1	99	97.1
Grade 6	109	100	104	106	98	101	106	98	101	97.2	100	97.1
Grade 7	97	97	101	97	96	97	97	96	97	100.0	99	96
Grade 8	100	91	97	99	89	97	99	89	97	99.0	98.9	100
All Grades	608	581	594	594	567	581	594	567	581	97.7	98.4	97.8

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2398.7	2434.9	2442.1	15	26	28.57	19	20	26.37	32	35	26.37	34	18	18.68
Grade 4	2478.4	2464.1	2518.6	28	20	46.88	22	35	21.88	28	19	18.75	22	26	12.50
Grade 5	2541.1	2533.4	2503.0	28	25	21.21	41	43	29.29	22	21	24.24	9	11	25.25
Grade 6	2543.2	2549.7	2570.5	19	21	31.68	42	39	37.62	25	20	20.79	13	19	9.90
Grade 7	2580.6	2588.5	2592.7	15	24	30.93	54	49	39.18	22	22	21.65	9	5	8.25
Grade 8	2574.8	2610.1	2608.1	14	25	20.62	43	48	53.61	26	22	22.68	16	4	3.09
All Grades	N/A	N/A	N/A	20	23	29.95	37	39	34.77	26	23	22.38	17	14	12.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	24	27.47	47	58	48.35	43	18	24.18
Grade 4	28	26	40.63	49	45	45.83	23	29	13.54
Grade 5	31	33	23.23	50	48	53.54	19	19	23.23
Grade 6	24	27	27.72	56	48	55.45	21	26	16.83
Grade 7	29	26	38.14	55	60	45.36	16	14	16.49
Grade 8	30	33	36.08	47	56	51.55	22	11	12.37
All Grades	26	28	32.19	51	52	50.09	24	20	17.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	20	29.67	40	49	50.55	46	31	19.78
Grade 4	18	20	40.63	63	50	50.00	20	30	9.38
Grade 5	35	34	29.29	54	53	47.47	11	13	23.23
Grade 6	30	36	42.57	54	43	48.51	16	21	8.91
Grade 7	39	39	46.39	49	55	44.33	11	6	9.28
Grade 8	27	42	39.18	49	49	54.64	23	9	6.19
All Grades	27	32	38.04	52	50	49.23	21	18	12.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	15	19.78	70	78	71.43	15	7	8.79
Grade 4	25	13	27.08	60	79	61.46	15	8	11.46
Grade 5	28	22	19.19	64	69	62.63	8	9	18.18
Grade 6	17	24	27.72	70	69	64.36	13	6	7.92
Grade 7	13	16	23.71	75	76	70.10	11	8	6.19
Grade 8	16	28	28.87	78	67	67.01	6	4	4.12
All Grades	19	20	24.44	70	73	66.09	11	7	9.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	10	27	25.27	60	59	58.24	31	14	16.48
Grade 4	23	19	51.04	47	60	39.58	11	21	9.38
Grade 5	44	48	33.33	51	45	44.44	5	7	22.22
Grade 6	28	34	44.55	58	58	43.56	14	8	11.88
Grade 7	34	38	35.05	59	52	55.67	7	10	9.28
Grade 8	17	44	23.71	65	48	63.92	18	8	12.37
All Grades	26	35	35.63	56	54	50.77	14	11	13.60

Conclusions based on this data as it relates to making progress in meeting the school goals.

1. 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.

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	98	91	93	94	88	91	94	88	91	95.9	97.8	97.8
Grade 4	100	105	97	97	100	96	97	100	96	97.0	96.2	99
Grade 5	104	97	102	102	96	99	101	96	99	98.1	99	97.1
Grade 6	109	100	104	106	98	100	106	98	100	97.2	100	96.2
Grade 7	97	97	101	97	96	97	97	96	97	100.0	99	96
Grade 8	100	91	97	99	88	97	99	88	97	99.0	97.8	100
All Grades	608	581	594	595	566	580	594	566	580	97.9	98.3	97.6

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2434.5	2482.5	2472.3	20	44	36.26	31	27	37.36	29	17	13.19	20	11	13.19
Grade 4	2493.5	2482.9	2520.1	15	17	34.38	46	37	31.25	30	30	28.13	8	16	6.25
Grade 5	2554.0	2535.3	2503.1	38	30	18.18	25	26	22.22	26	26	31.31	9	18	28.28
Grade 6	2521.1	2548.9	2536.8	14	26	21.00	22	27	24.00	37	24	32.00	27	23	23.00
Grade 7	2582.8	2576.6	2594.6	27	24	37.11	35	29	26.80	29	35	23.71	9	11	12.37
Grade 8	2582.5	2598.4	2587.6	19	33	29.90	34	23	19.59	30	32	26.80	16	13	23.71
All Grades	N/A	N/A	N/A	22	29	29.31	32	28	26.72	30	28	26.03	15	16	17.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	35	64	59.34	41	20	23.08	23	16	17.58
Grade 4	37	28	42.71	44	41	36.46	19	31	20.83
Grade 5	48	36	27.27	36	38	31.31	17	26	41.41
Grade 6	17	30	28.00	44	37	39.00	39	34	33.00
Grade 7	40	36	51.55	42	46	26.80	18	18	21.65
Grade 8	26	39	36.08	52	39	31.96	22	23	31.96
All Grades	34	38	40.52	43	37	31.55	23	25	27.93

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	32	44	35.16	39	41	47.25	29	15	17.58
Grade 4	25	21	45.83	60	62	43.75	15	17	10.42
Grade 5	38	36	19.19	45	44	48.48	18	20	32.32
Grade 6	15	23	19.00	53	49	54.00	32	28	27.00
Grade 7	31	33	32.99	59	49	45.36	10	18	21.65
Grade 8	25	28	32.99	63	57	39.18	12	15	27.84
All Grades	27	31	30.69	53	50	46.38	20	19	22.93

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	47	46.15	49	44	39.56	21	9	14.29
Grade 4	28	29	44.79	52	52	43.75	21	19	11.46
Grade 5	36	24	24.24	53	56	49.49	11	20	26.26
Grade 6	15	32	29.00	62	44	47.00	23	24	24.00
Grade 7	34	27	37.11	60	63	54.64	6	10	8.25
Grade 8	24	27	32.99	55	64	48.45	21	9	18.56
All Grades	28	31	35.52	55	54	47.24	17	16	17.24

Conclusions based on this data as it relates to making progress in meeting the school goals.

1. Teachers at McPherson will continue to analyze Math assessment results. We have determined a need for professional development in the area of Communicating Reasoning.

Appendix B – School Site Technology Plan

If making changes to Technology Plan result in a change of proposed expenditures of LCFF, Title I or Lottery, remember ABC: Adjust budget on Y drive, Budget Transfer and Change SPSA (which requires SSC approval). Important: Please note SSC approval date of change in Addendum box when noting changes to plan.

District Use Only

Department	Signature	Date
Educational Technology Verification		
Informational Technology Verification		
Administrative Director of IT/Ed Tech		
Executive Director of Elementary or Secondary		

Schoolwide Vision as stated in the school site SPSA

McPherson Mission Statement:

All students will achieve academic and personal success, by means of "KIDS " ... Knowledge * Inspiration * Discovery * Success

McPherson Vision Statement:

The McPherson Vision defines our school's purpose in terms of values rather than bottom-line measures. It is what guides and inspires us in creating our ideal school, and provides the road map in accomplishing our mission. The McPherson Learning Community is committed to...

1. Nurturing an academic community by honoring individual strengths, talents, and learning styles.
2. Inquiry-based active learning through critical thinking, questioning, problem solving, risk-taking, inventive thinking, and communication.
3. Integrating all curricular areas through the magnet focus of math, science, and technology.
4. Research and data-based instruction.
5. Creating relevant, high-quality products which extend beyond the walls of the classroom.
6. Mastery of identified essential concepts and skills for every child.
7. Meeting the needs of each child with systematic and timely intervention.
8. Global citizenship through compassion, respect, integrity, collaboration, and personal responsibility for self, school, community, and environment.

Vision of how technology will enhance curriculum and instruction at your site:

- Increase teacher and student interest and knowledge of STEM/CTE opportunities and activities-including STEAM Night and Science Fair.
- The Vex Robotics club will be continued for grades 4th through 8th to further student engagement in school and foster an interest in the STEAM related fields
- McPherson is a technology magnet and at the 5th-8th grade level we require that students bring their own device. To assist those students that do not have the means to buy technology, print their homework, McPherson needs to provide a technology that can be used in the classroom and borrowed for students use.
- Use technology in the classroom to engage students in 21st Century learning skills including research, collaboration, presentation and online assessments
- STEM will be an integral part of student engagement and learning at McPherson (utilizing PLTW).

Technology Skills Necessary to Achieve School Site Vision:

This section will outline the necessary technology skills needed to accomplish the school site vision. These skills should include the skills of the stakeholders in your program such as Teachers, Students, Parents and Administrators.

The following is the McPherson Technology Skill Requirements for McPherson Students:
https://drive.google.com/file/d/0BwPdyv-kd-_GUm80EFSdFRNbjg/view

Tools Already Available to Help Achieve School Site Vision:

This section will list tools already in place to achieve the school site's vision. This is the foundation where the school site will be building from in the next section. Please be explicit as possible as to which software and hardware is being used and for what purpose.

- X **Laptops**
- X **Mobile Devices**
 - Tablets**
- X **Robotics**
 - Microcontrollers**
 - Micocomputers**
 - Prototype Printers**
 - Wearable Technology**

Tools Needed to Achieve School Site Vision:

This section will list necessary Tools needed to achieve the school site's visions.

- X **Laptops**
- X **Mobile Devices**
- X **Tablets**
- X **Robotics**
 - Microcontrollers**
 - Micocomputers**
 - Prototype Printers**
 - Wearable Technology**

Evaluation of the effectiveness of the plan on increasing student achievement and motivation:

In this section, school sites will need to describe how they will evaluate if the technology being used is effective, as well as if student motivation and/or achievement are increasing?

In order to evaluate the effectiveness of this technology plan, there is no pencil-paper test that can be given. Improvement in learning can be measured by an increase in scores on local assessments, including, but not limited to RI, DIBELS, MI, District Benchmark tests, and classroom assessments. CASSPP scores are gradually reflecting student improvement, as more and more students achieve proficient and advanced scores. Computer software, progress monitoring, computer based quizzes and assessments will be used to monitor progress. Teachers strategically create and utilize rubrics in order to evaluate student achievement and effectiveness of technology. Teachers continually evaluate student motivation and engagement through informal observation, needs assessments and quality of work.

On Going Professional Development:

Describe what type of ongoing professional development is needed in order to support teachers in making the school site's vision a success.

Professional development is a key to a successful technology program.

Professional Development in the area of 1:1 will continue next year with our 2nd grade team (this year the BYOD professional development has focused on our 5th grade teachers). The professional development includes strategies for computer use in the classroom, use of Google docs and use of educational apps.

Project Lead the Way (PLTW) professional development will occur this summer and will focus on computer science K-8. Training will give our teachers professional development on program design, app creation using Samsung tablets and coding.

As a school site, we will continue to have professional development on technology monthly. We review app use (examples include Plickers and Kahoot!) and show how to use technologies within the classroom.

OUSD's Ed Tech team provides numerous opportunities for after-school professional development.

Complete the following chart to create a basic timeline that shows how you will be implementing technology to support your vision. It is important to list out projected dates and funding sources to determine feasibility of the program. Please plan your purchases before March to make sure you get the full use of technology at your school site throughout the school year.

Timeline to Accomplish Goals

SPSA Reference Priority/Action	Project Task (be specific)	Proposed Date(s)	Responsible Person(s)	Target Group	Funding Source	Budget
1	One additional anywhere carts to help 3rd go 1:1 with HP Streams	Spring, 2018 (March)	Joe Erven	3rd Grade	Donation	Approx \$1,270.34
2	Three new projection systems (large screen televisions)	Spring, 2018 (March)	Joe Erven	3rd Grade	LCFF	Approx \$7,529.09
3	Additional 40 iPads to be ordered to make our kinder 1:1	Spring, 2018 (March)	Joe Erven	kinder	LCFF	Approx \$12,871.65
4	Two additional anywhere carts to help kinder go 1:1 with iPADS	Spring, 2018 (March)	Joe Erven	kinder	LCFF	Approx \$2,540.75
5	60 iPad carts to be ordered to make our 2nd grade 1:1. All second grade teachers to be trained on iPADS	Summer, 2017	Joe Erven	2nd Grade	Donation	\$19,307.48
6	Two anywhere carts to provide a place for the iPADS in 2nd grade	Summer, 2017 (June)	Joe Erven	2nd Grade	Discretionary	\$2,540.75
7	Chromebooks for the Library (to check out for lower SES students-BYOD)	Summer, 2017 (June)	Joe Erven	6th, 7th and 8th grade	LCFF	\$6,081.31
8	Four new projection systems (large screen televisions)	Summer, 2017 (June)	Joe Erven	2nd Grade/All Students-Library Media Center	LCFF	\$10,038.78

Schedule to Accomplish Goals (Example)

SPSA Reference Priority/Action	Project Task (be specific)	Proposed Date(s)	Responsible Person(s)	Target Group	Funding Source	Budget
1	Order 30 new student	Fall 2015	Debbie Latteri, Mike Goff, Mike	EL Low Income and	LCFF Supplement	\$12,000

	Chromebooks		Fury	Foster Youth	al	
2	Install wireless throughout the campus and front patio	Fall 2015	Mike Fury, Reid Cameron	All students and staff	Donations	\$30,000
3	Order 30 iPads for reading support class	Fall 2015	Debbie Latteri, Mike Goff, Mike Fury	At Risk Students	Title 1	\$15,000
4	Ongoing iPad training (cost for extra earnings)	Fall 2015 to Spring 2016	Debbie Latteri, Apple Professional Development Program	All reading support teachers	Title 1	\$4,500

Addendum

Appendix C - School Site Council Membership (McPherson Magnet School K-8)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role	Signature
Joe Erven	Principal	
Lana Merha	Other School Staff	
Lynne Palucki	Classroom/Teacher	
Linda Simon	Classroom/Teacher	
Paula Roach	Classroom/Teacher	
Christina Kendler	Parent or Community Member	
Cindy Patino	Parent or Community Member	
Beatriz Coria	Parent or Community Member	
Edith Esqueda	Parent or Community Member	
Ana Resendiz	Parent or Community Member	

(43) 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.

Appendix D - Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X	English Learner Advisory Committee	Signature
X	PTA/Parent Organization	Signature
	Department committee/Student Council/ASB	Signature
	Departmental Advisory Committee (secondary)	Signature
	Other committees established by the school or district (list):	Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on 10/23/2017.

Attested:

Joe Erven		
Typed Name of School Principal	Signature of School Principal	Date
Edith Esqueda		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Appendix E - Stakeholders – List the names and positions of individuals consulted to build school site plan.
Suggested Participants – Administrators, Educators, Parents, and Students.

Title	Name
Joe Erven	Principal
Lana Merha	Assistant Principal
Linda Simon	5th Grade Teacher
Lynne Palucki	8th Grade Language Arts Teacher
Paula Roach	2nd Grade Teacher
Christina Kendler	Parent
Cindy Patino	Parent
Beatriz Coria	Parent
Edith Esqueda	Parent
Ana Resendiz	Parent