

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marian A. Peterson Middle School	43-69674-6101760	April 11, 2023	June 8, 2023

Purpose and Description

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

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

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

Goals and strategies/actions align with SCUSD LCAP and strategic plan.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Peterson Middle School uses a variety of online surveys with Peterson parents and students reviewed annually. Peterson participates in a county wide SEL Survey and the California Healthy Kids Survey. Parents and staff also provide feedback as it relates to school climate, safety, and our School Safety Plan. Teachers also use informal surveys with their classes, for feedback on instruction, assessment, and support. Survey Monkey, Google Docs, Google Forms, and surveys are an example of the different types of online surveys we use at Peterson.

Classroom Observations

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

Informal observations in classrooms are done by the administration. New teachers and veteran teachers also are evaluated according to SCUSD and UTSC agreement, which requires two formal classroom each year, along with informal observations for staff. Classified staff members are also observed in classrooms for evaluation and support purposes.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

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

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is analyzed by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

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

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

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

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

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

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

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

Designated time for teacher collaboration occurs on a regular basis.

Teaching and Learning

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

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

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

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

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

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

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

Every student has access to standards-based instructional materials as required by the Williams Act.

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

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

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

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, counseling, wellness and core support classes. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, Elevate Math, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

Parental Engagement

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

Programs that support at-risk students include a Parent Resource Center, PIP, support classes, SOAR and Elevate Math after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, Healthy Play, summer school, alternative and opportunities programs, and educational options.

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

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

Funding

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

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Staff: Input provided through Peterson's Leadership Committee (department, team leads and classified representatives), staff meetings and the California Healthy Kids Survey/Staff.

Parents & Community: We receive regular feedback from parent representatives on the School Site Council and Peterson PTSA. We also receive input through the California Healthy Kids Parents Survey.

Students: Student are surveyed through the SEL and California Healthy Kids surveys (SEL administered in 2023, CHKS administered in 2022).

Resource Inequities

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

None identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	298	260	232
Grade 7	296	259	241
Grade 8	277	270	256
Total Enrollment	871	789	729

Conclusions based on this data:

1. Peterson student population has dropped 13% over the last three years.
2. The three largest sub groups of students at Peterson in order are Asian, White and Hispanic. There has been little change in demographics over the last three years.
3. As SCUSD opens new schools, our Open Enrollment population will continue to drop. We are becoming more of a neighborhood school.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	161	149	104	18.50%	18.9%	14.3%
Fluent English Proficient (FEP)	330	286	310	37.90%	36.2%	42.5%
Reclassified Fluent English Proficient (RFEP)	11			6.8%		

Conclusions based on this data:

1. Increasing the RFEP rate should be an area of focus; this is in line with the SCUSD district focus on increasing the RFEP rate.
2. Almost one fifth of Peterson's students were English Learners in 2021-2022, meaning they had not achieved proficiency in English on a variety of criteria. These EL students are retested annually.
3. Arriving students are coming to Peterson with lower math, science and English skills. The variety of home languages spoken is vast. It is more difficult for teachers to give these students the individualized attention they need. An area of focus has been to provide teachers instructional strategies to provide EL students with more opportunities to engage in speaking and listening in all classes.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	280	256		0	247		0	247		0.0	96.5	
Grade 7	288	260		0	253		0	253		0.0	97.3	
Grade 8	266	270		0	263		0	262		0.0	97.4	
All Grades	834	786		0	763		0	762		0.0	97.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2567.			38.46			27.94			17.41			16.19	
Grade 7		2600.			33.99			38.74			14.62			12.65	
Grade 8		2614.			34.35			28.63			23.66			13.36	
All Grades	N/A	N/A	N/A		35.56			31.76			18.64			14.04	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6		34.01			48.18			17.81		
Grade 7		30.16			60.71			9.13		
Grade 8		34.35			53.05			12.60		
All Grades		32.85			54.01			13.14		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		35.63			46.56			17.81	
Grade 7		42.63			41.04			16.33	
Grade 8		38.17			43.89			17.94	
All Grades		38.82			43.82			17.37	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		17.41			74.49			8.10	
Grade 7		16.67			76.59			6.75	
Grade 8		22.52			69.08			8.40	
All Grades		18.92			73.32			7.75	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		29.55			59.51			10.93	
Grade 7		30.95			59.92			9.13	
Grade 8		32.06			60.31			7.63	
All Grades		30.88			59.92			9.20	

Conclusions based on this data:

1. We have no basis for comparison between 2018-2019 and 2021-2022 test results because these are different kids and COVID happened in the interim years.
2. Our 2021-22 data suggests that the SCUSD focus ELD is reading, writing, listening and speaking ELD development should continue to be a focus at Peterson, with a specific focus on writing which has the most students performing below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	280	256		0	246		0	246		0.0	96.1	
Grade 7	288	261		0	249		0	248		0.0	95.4	
Grade 8	266	270		0	262		0	262		0.0	97.0	
All Grades	834	787		0	757		0	756		0.0	96.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2565.			42.68			17.48			17.89			21.95	
Grade 7		2582.			36.69			24.19			19.35			19.76	
Grade 8		2577.			30.53			15.27			23.66			30.53	
All Grades	N/A	N/A	N/A		36.51			18.92			20.37			24.21	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		39.02			39.43			21.54	
Grade 7		37.90			42.34			19.76	
Grade 8		27.48			47.71			24.81	
All Grades		34.66			43.25			22.09	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		30.49			49.59			19.92	
Grade 7		29.84			54.03			16.13	
Grade 8		29.39			47.33			23.28	
All Grades		29.89			50.26			19.84	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		34.55			49.59			15.85	
Grade 7		28.23			57.26			14.52	
Grade 8		25.19			54.20			20.61	
All Grades		29.23			53.70			17.06	

Conclusions based on this data:

1. We have no basis for comparison between 2018-2019 and 2021-2022 test results because these are different kids and COVID happened in the interim years.
2. In all focus areas, there appear to be fewer students below standard between 2018-2019 and 2021-2022, but we acknowledge that all areas of math need improvement.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1535.8	1519.6		1532.0	1526.1		1539.1	1512.8		42	39	
7	1535.2	1569.4		1549.3	1584.6		1520.7	1553.9		55	32	
8	1564.8	1550.3		1578.1	1557.1		1550.9	1543.2		50	41	
All Grades										147	112	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	31.71	12.82		43.90	38.46		14.63	30.77		9.76	17.95		41	39	
7	30.19	43.75		30.19	18.75		26.42	28.13		13.21	9.38		53	32	
8	33.33	15.00		37.50	55.00		22.92	22.50		6.25	7.50		48	40	
All Grades	31.69	22.52		36.62	38.74		21.83	27.03		9.86	11.71		142	111	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	51.22	41.03		34.15	38.46		4.88	12.82		9.76	7.69		41	39	
7	49.06	50.00		26.42	34.38		13.21	9.38		11.32	6.25		53	32	
8	43.75	42.50		35.42	40.00		18.75	10.00		2.08	7.50		48	40	
All Grades	47.89	44.14		31.69	37.84		12.68	10.81		7.75	7.21		142	111	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	24.39	0.00		14.63	20.51		41.46	48.72		19.51	30.77		41	39	
7	16.98	25.00		18.87	15.63		37.74	37.50		26.42	21.88		53	32	
8	8.33	2.50		37.50	27.50		31.25	52.50		22.92	17.50		48	40	
All Grades	16.20	8.11		23.94	21.62		36.62	46.85		23.24	23.42		142	111	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	26.83	12.82		56.10	76.92		17.07	10.26		41	39	
7	20.75	31.25		58.49	50.00		20.75	18.75		53	32	
8	33.33	5.00		54.17	82.50		12.50	12.50		48	40	
All Grades	26.76	15.32		56.34	71.17		16.90	13.51		142	111	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	70.73	64.10		21.95	30.77		7.32	5.13		41	39	
7	73.58	75.00		16.98	21.88		9.43	3.13		53	32	
8	72.92	75.00		25.00	20.00		2.08	5.00		48	40	
All Grades	72.54	71.17		21.13	24.32		6.34	4.50		142	111	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	26.83	0.00		34.15	33.33		39.02	66.67		41	39	
7	24.53	25.00		20.75	31.25		54.72	43.75		53	32	
8	25.00	12.50		37.50	42.50		37.50	45.00		48	40	
All Grades	25.35	11.71		30.28	36.04		44.37	52.25		142	111	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	31.71	7.69		56.10	87.18		12.20	5.13		41	39	
7	9.43	12.50		79.25	81.25		11.32	6.25		53	32	
8	4.17	2.50		89.58	92.50		6.25	5.00		48	40	
All Grades	14.08	7.21		76.06	87.39		9.86	5.41		142	111	

Conclusions based on this data:

1. All EL students are in designated EL classes as of the 2022-2023 school year; we are hoping that there is improvement in 2022-23 scores due to this improvement.
2. It appears many students are in the middle "stuck 3" and need to be pushed to achieve the higher well developed or level 4 designation. This has been a district-wide problem for many years, and continues to be a focus at Peterson.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
789	20.4	18.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Marian A. Peterson Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	149	18.9
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	161	20.4
Students with Disabilities	100	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.3
American Indian	5	0.6
Asian	335	42.5
Filipino	23	2.9
Hispanic	195	24.7
Two or More Races	43	5.4
Pacific Islander	2	0.3
White	169	21.4

Conclusions based on this data:

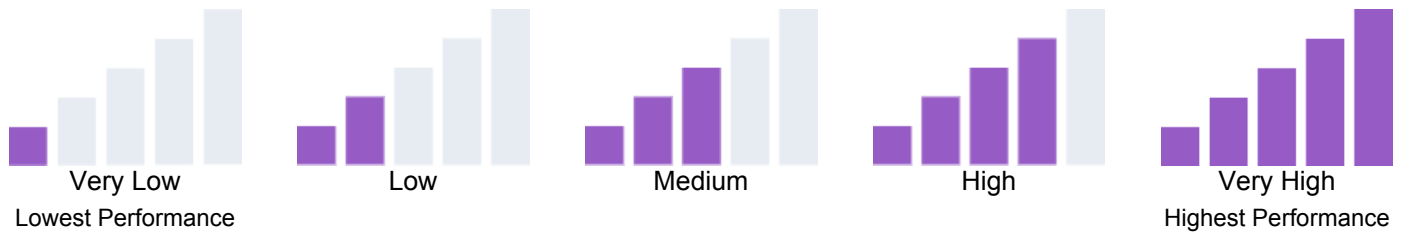
1. Peterson's demographics have not changed significantly over the last three years.
2. Peterson's EL population as a percentage of total students is consistent.

School and Student Performance Data

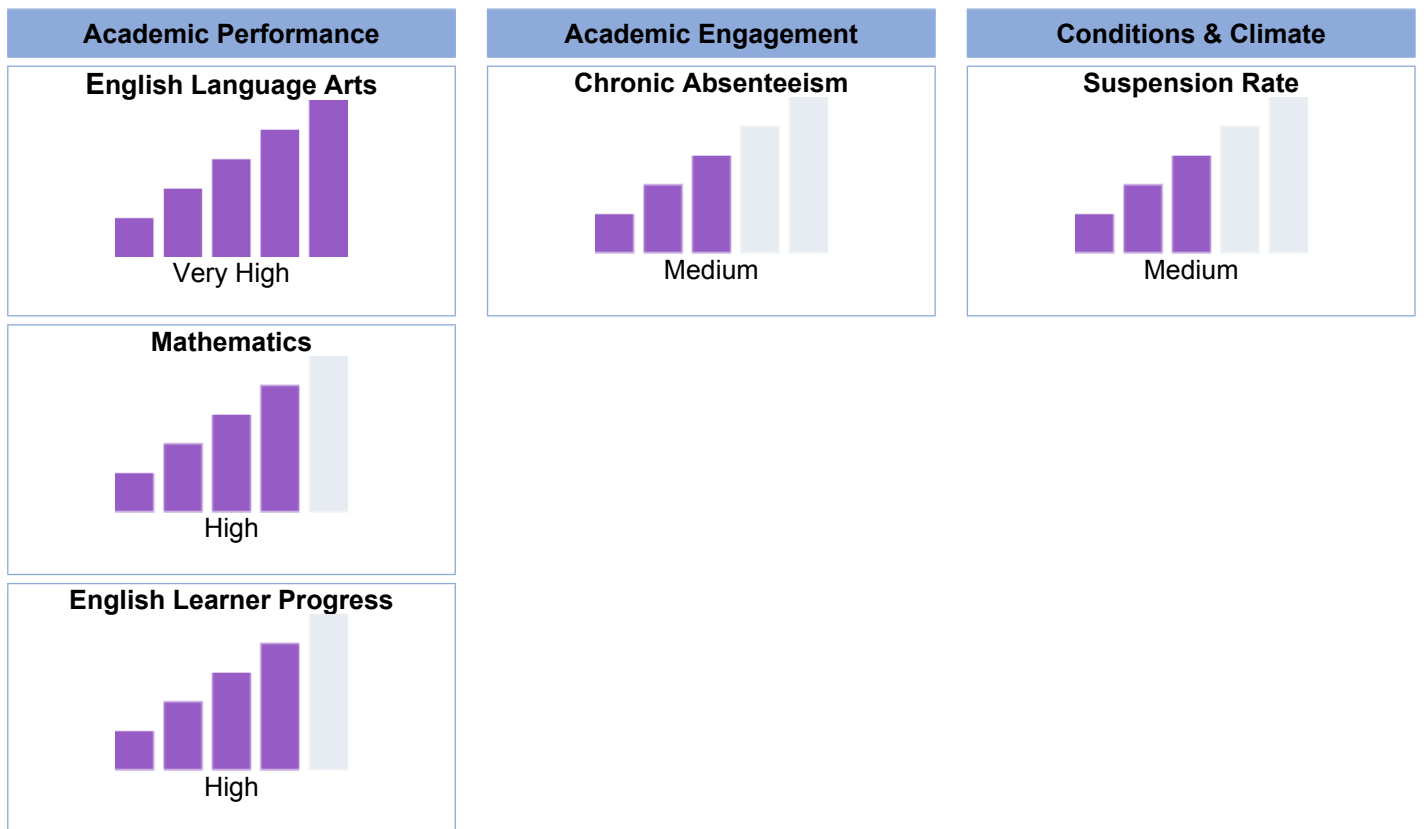
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

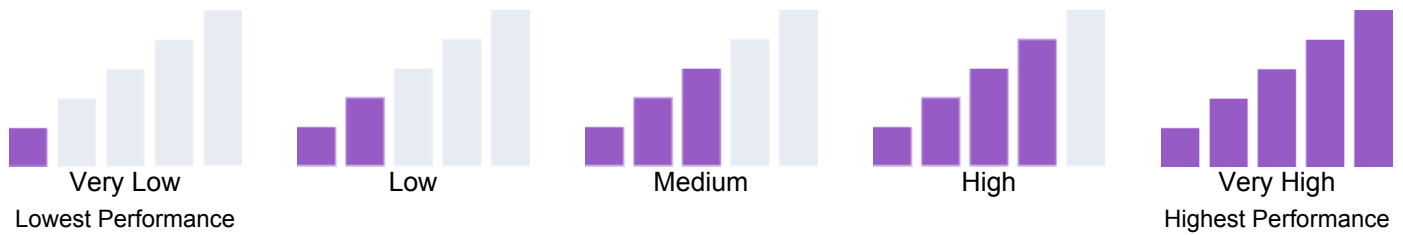
1. We have to compare results of the CA Dashboard from 2019; the Dashboard was not updated 2020 and 2021.
2. Suspension rates have remained consistent from 2019 to 2022 data. We will continue to grow our restorative practices and proactive solutions.

School and Student Performance Data

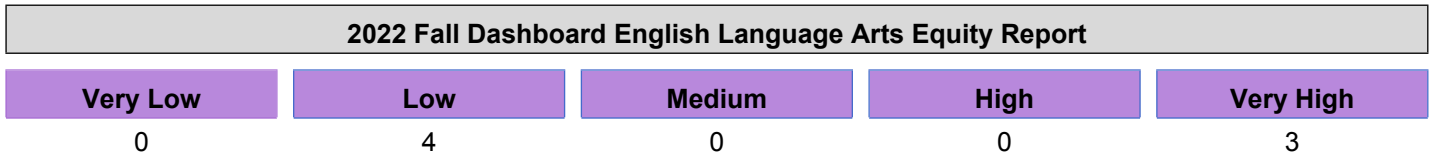
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

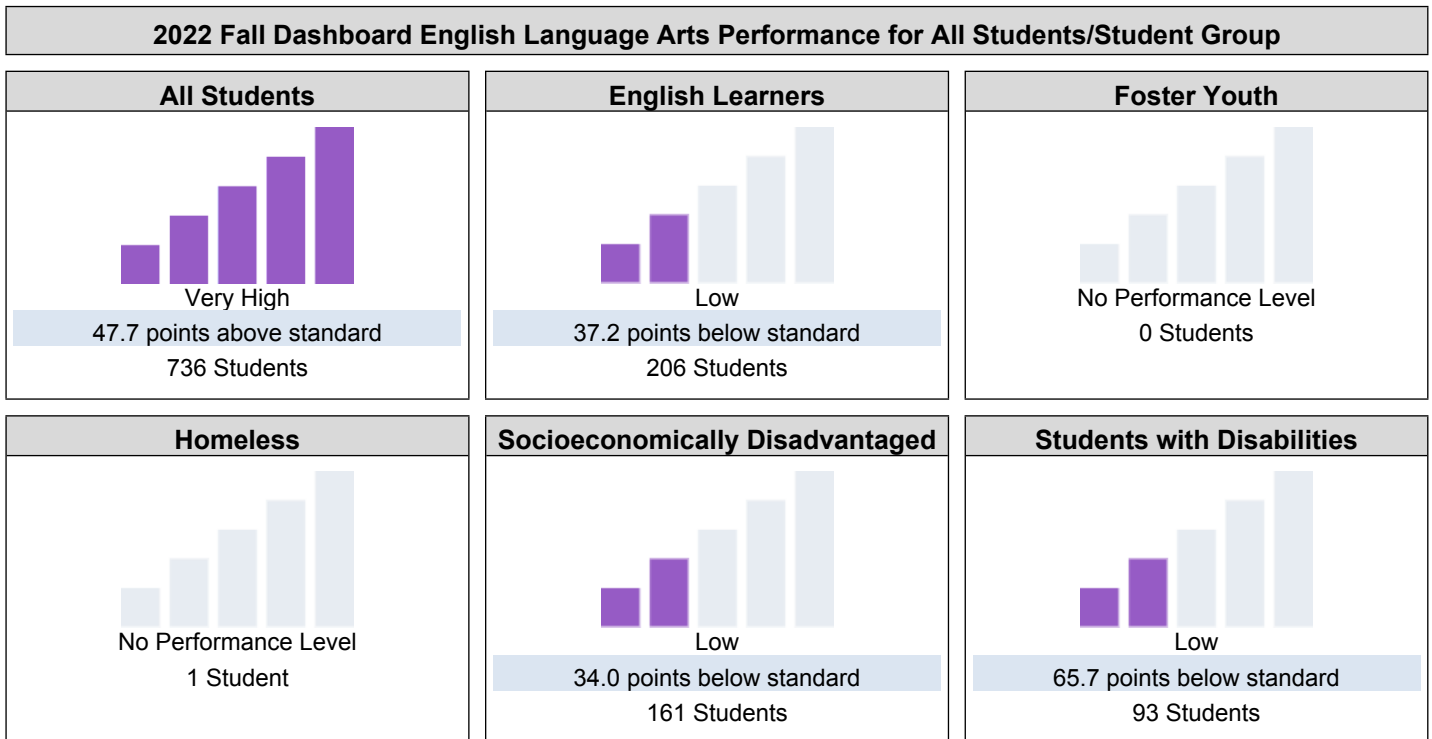
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



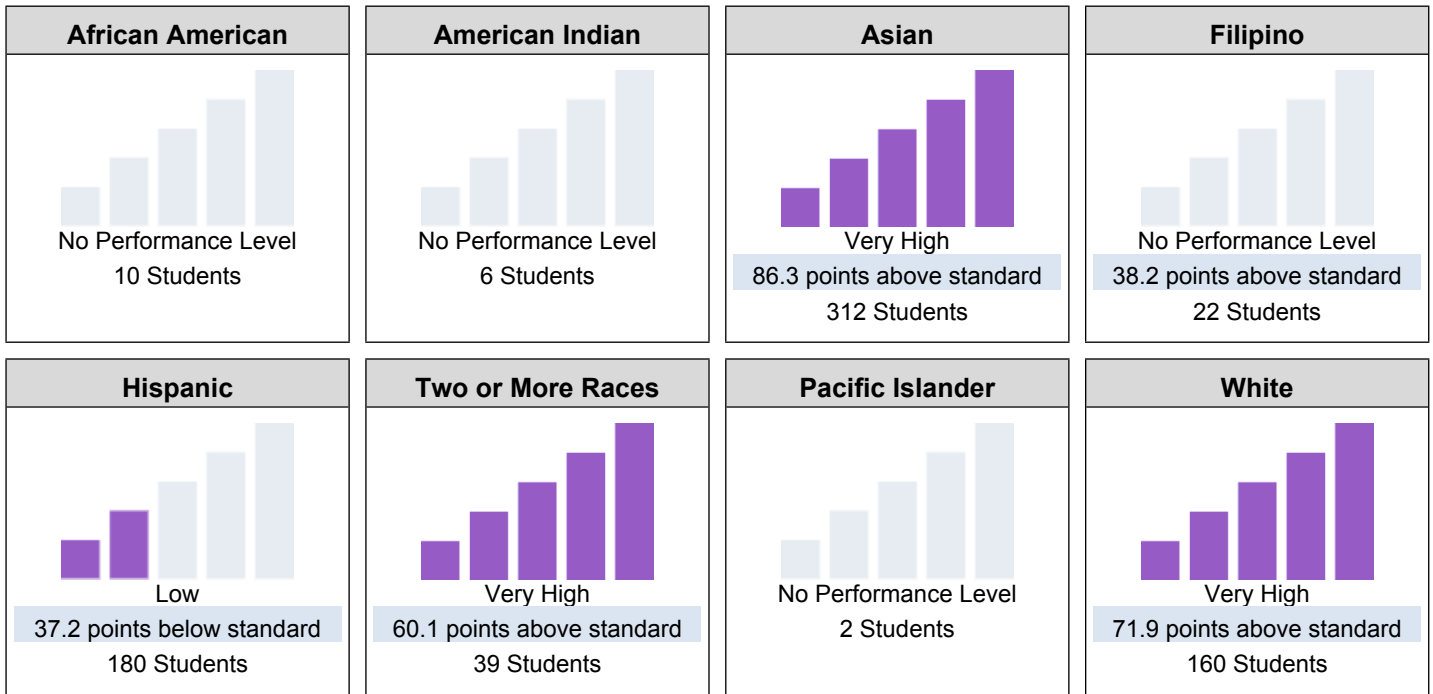
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">110.5 points below standard</p> <p>86 Students</p>	<p style="background-color: #e6f2ff;">15.3 points above standard</p> <p>120 Students</p>	<p style="background-color: #e6f2ff;">67.7 points above standard</p> <p>331 Students</p>

Conclusions based on this data:

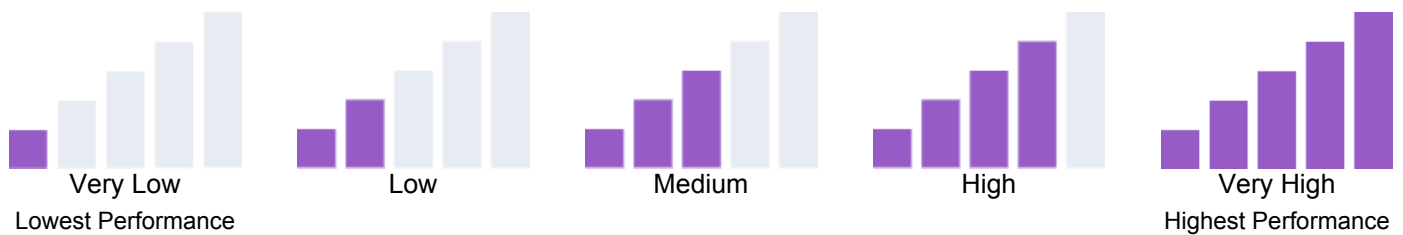
1. Overall Peterson's performance is satisfactory, but areas of concern are with our Hispanic, Special Education (students with disabilities) and current EL students.

School and Student Performance Data

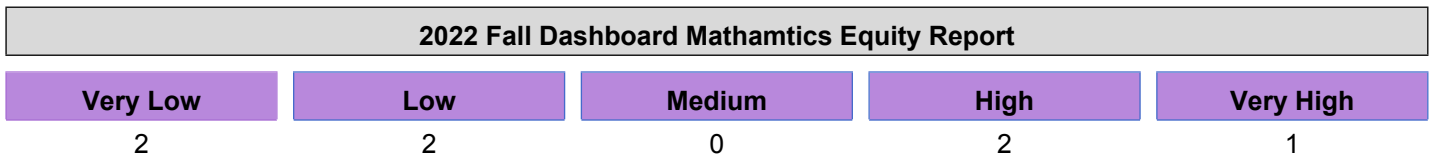
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

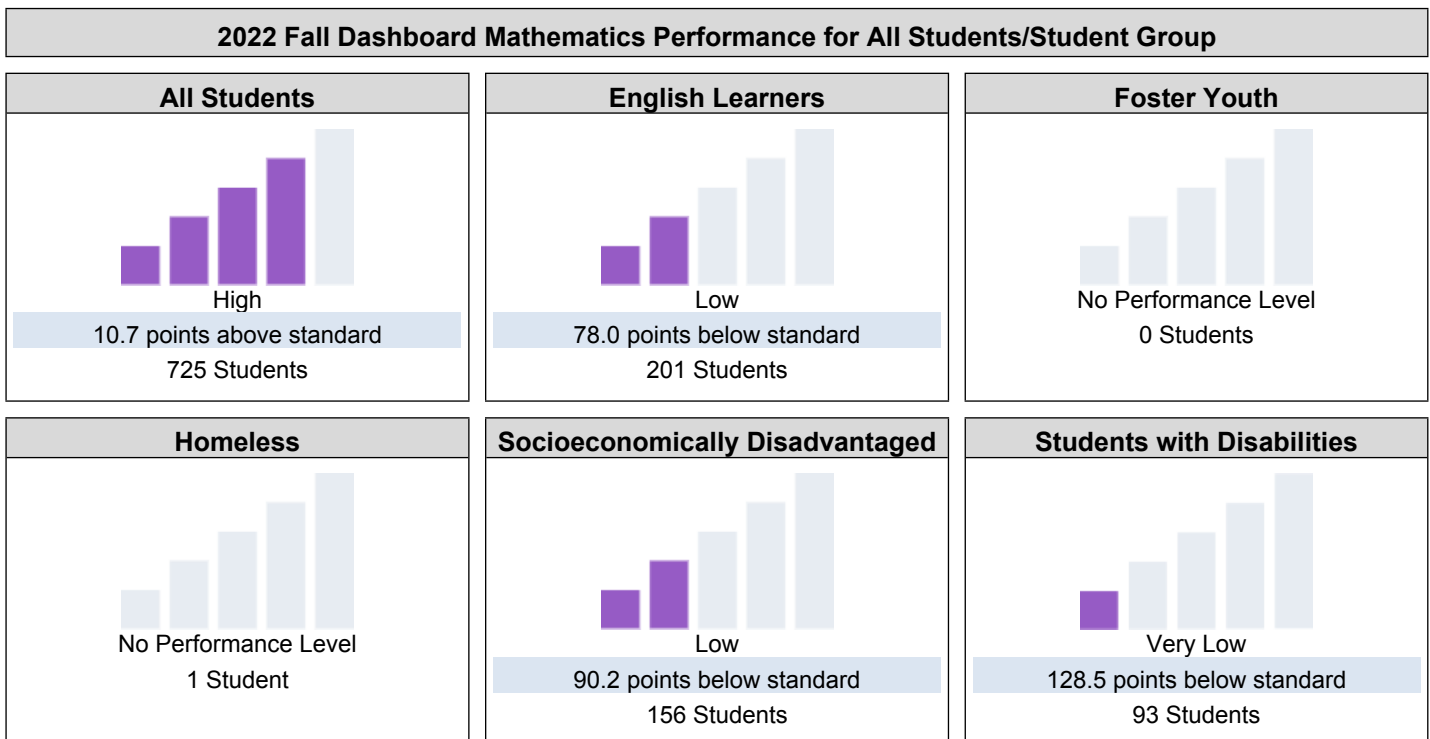
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



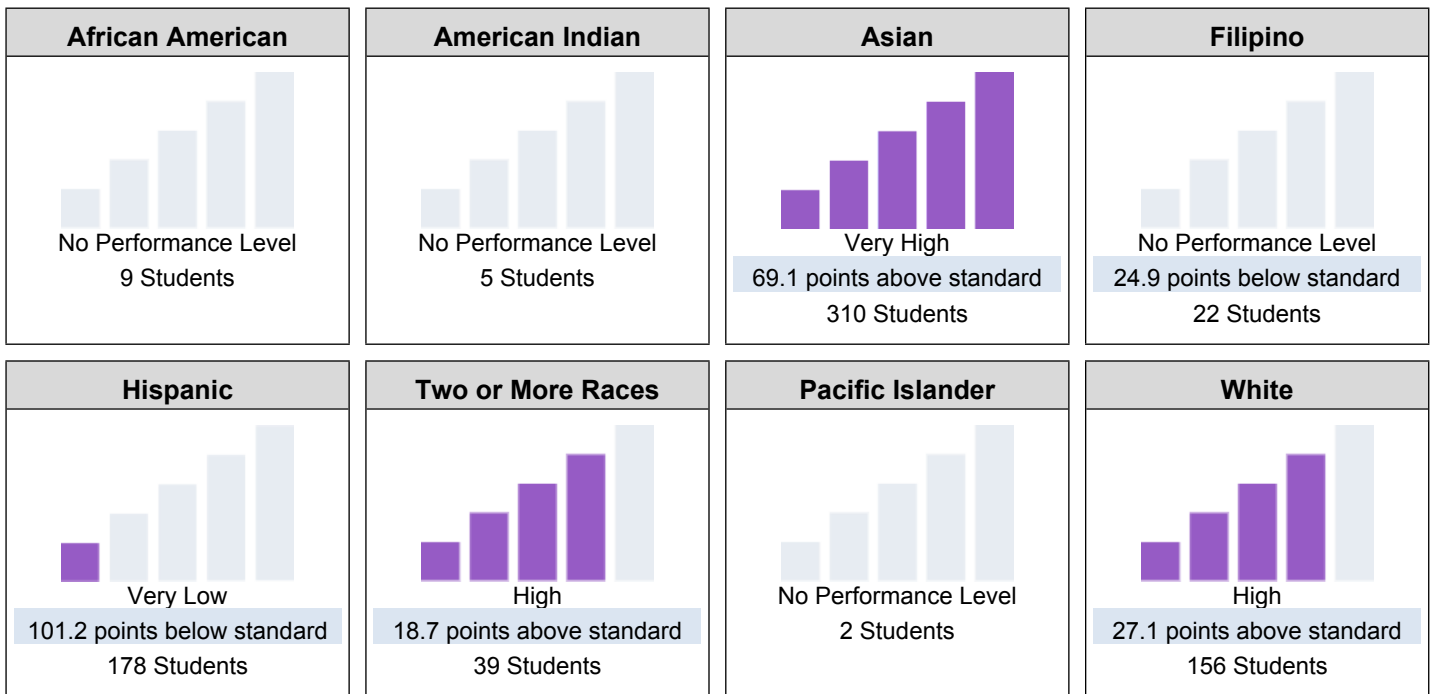
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e0e0e0;">160.5 points below standard</p> <p>88 Students</p>	<p style="background-color: #e0e0e0;">25.5 points below standard</p> <p>119 Students</p>	<p style="background-color: #e0e0e0;">23.0 points above standard</p> <p>328 Students</p>

Conclusions based on this data:

1. While we are performing well in Math, we need to continue to focus on our Hispanic or Latino, Special Education and English Language Learner students.

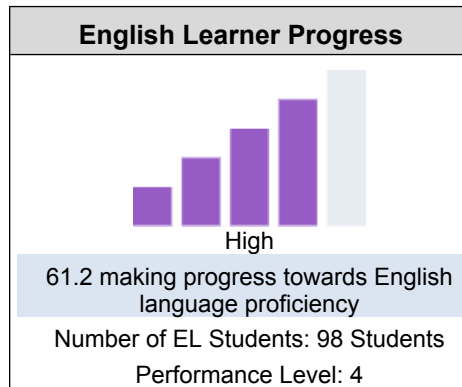
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.3%	23.5%	2.0%	59.2%

Conclusions based on this data:

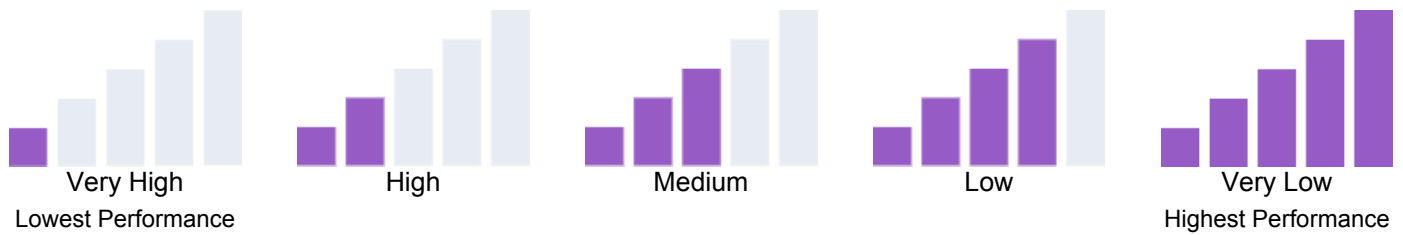
1. While we are pleased with this performance measure, there is still room for growth to help the 39% of our students who need to make progress towards English Language proficiency.

School and Student Performance Data

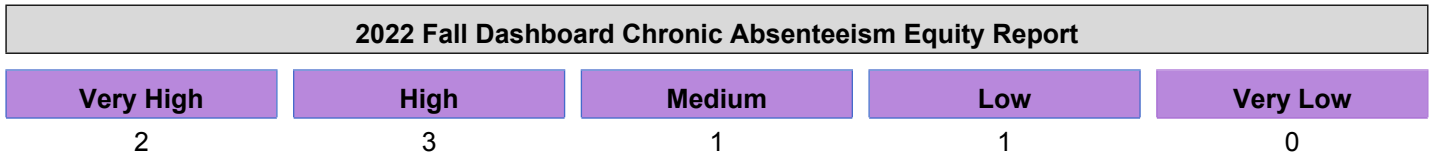
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

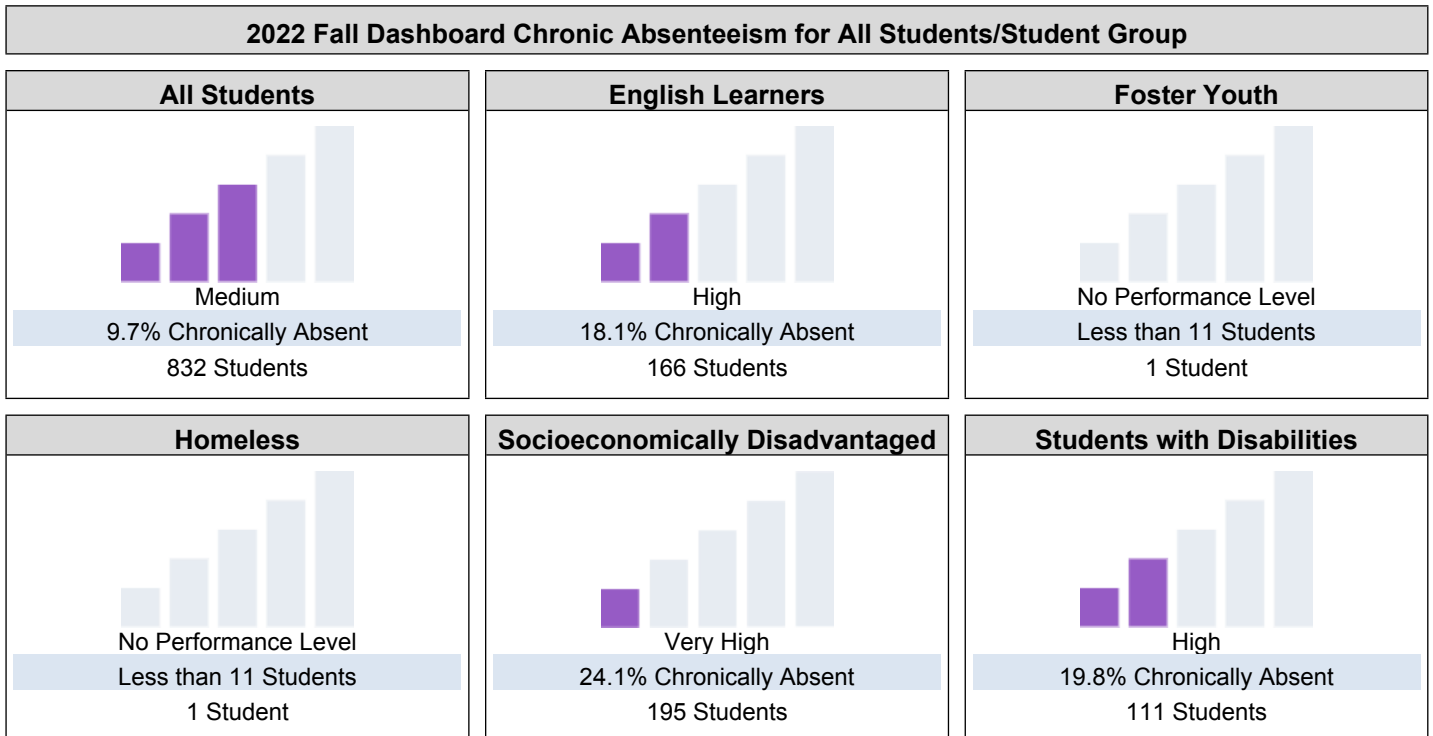
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



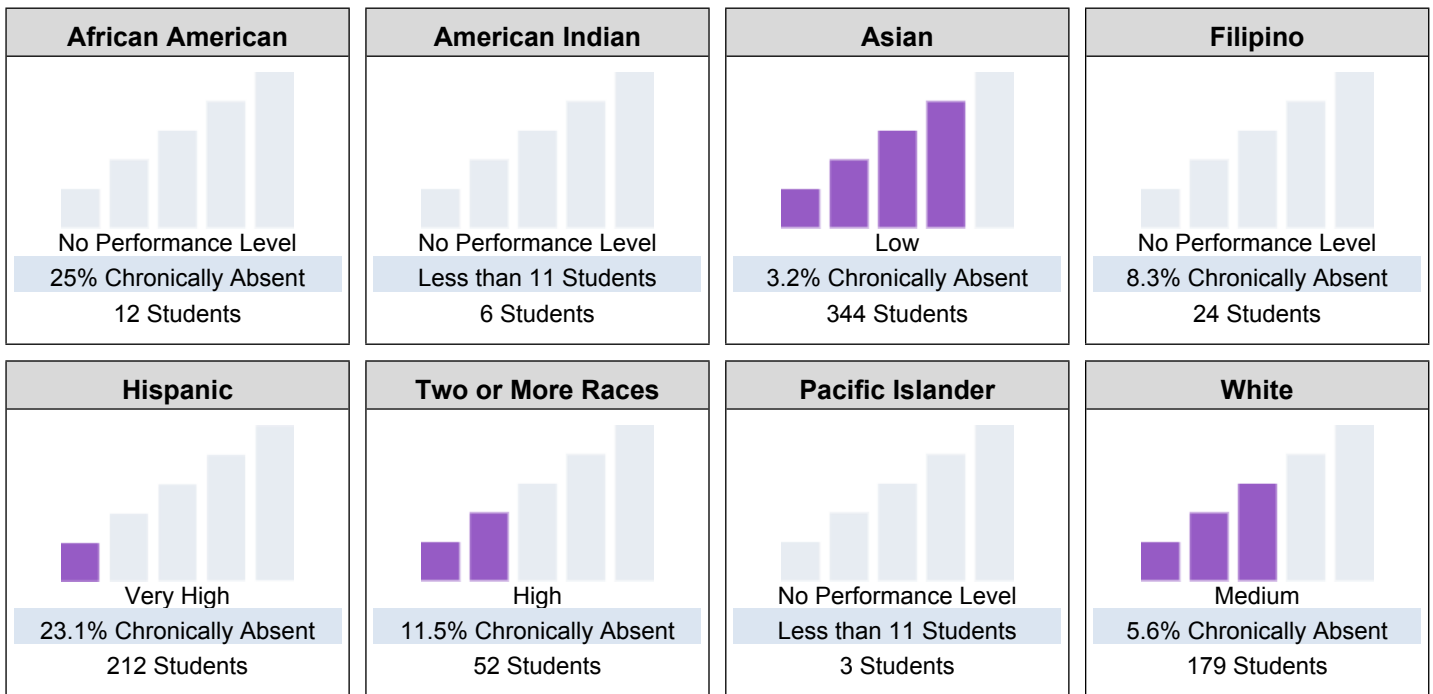
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

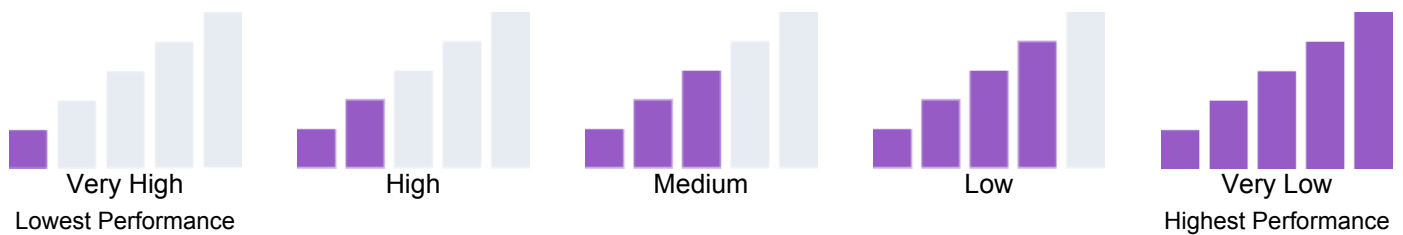
1. Most subgroups have extremely low rates of chronic absenteeism. Our Hispanic and Socioeconomically Disadvantaged students are the highest groups of concern. We will work with individual students and their families to improve attendance as needed.

School and Student Performance Data

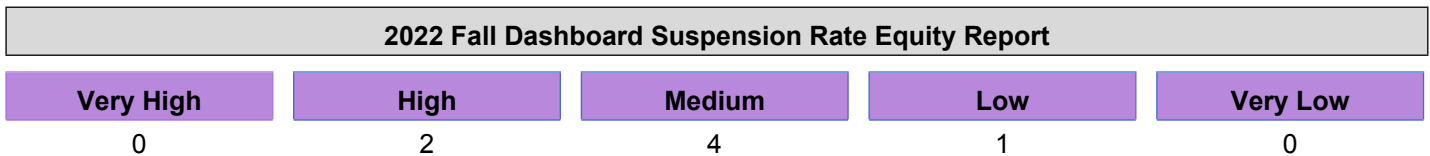
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

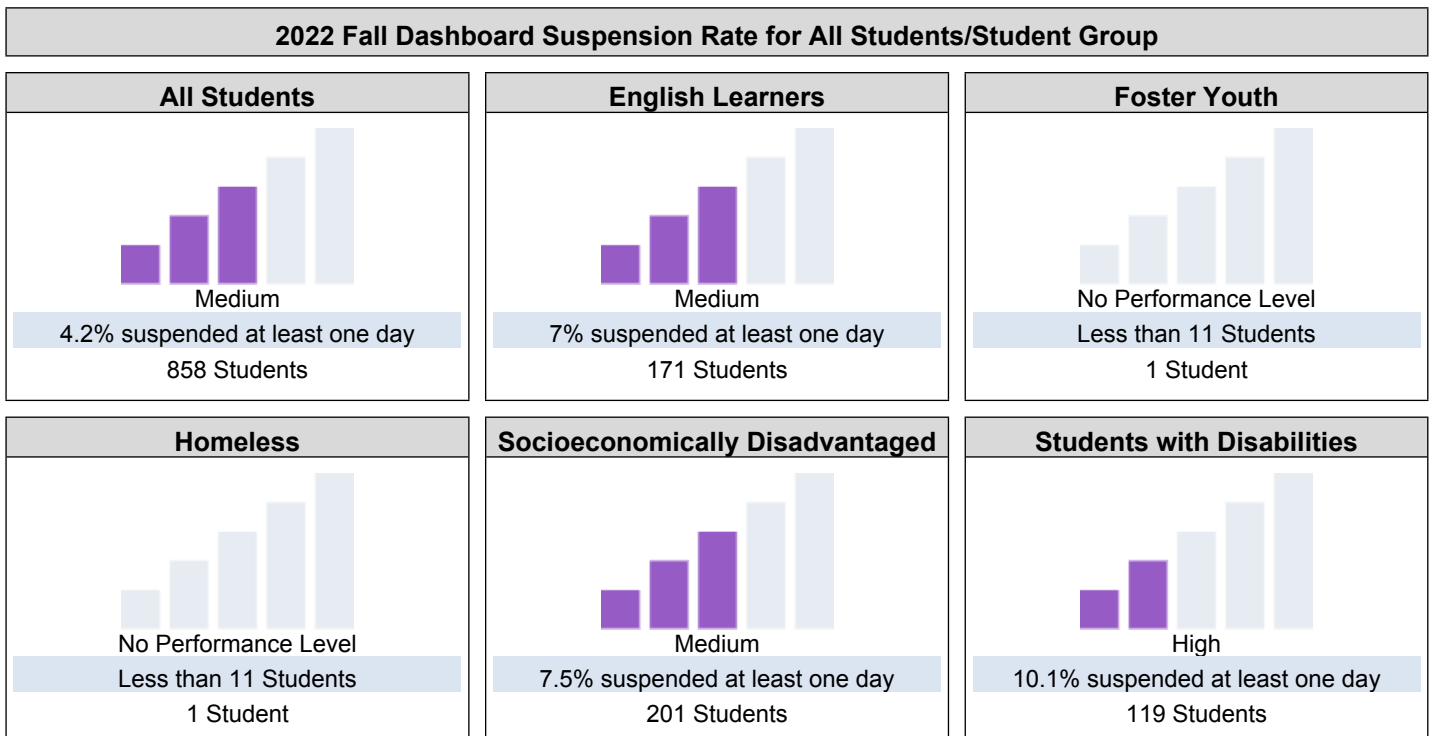
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



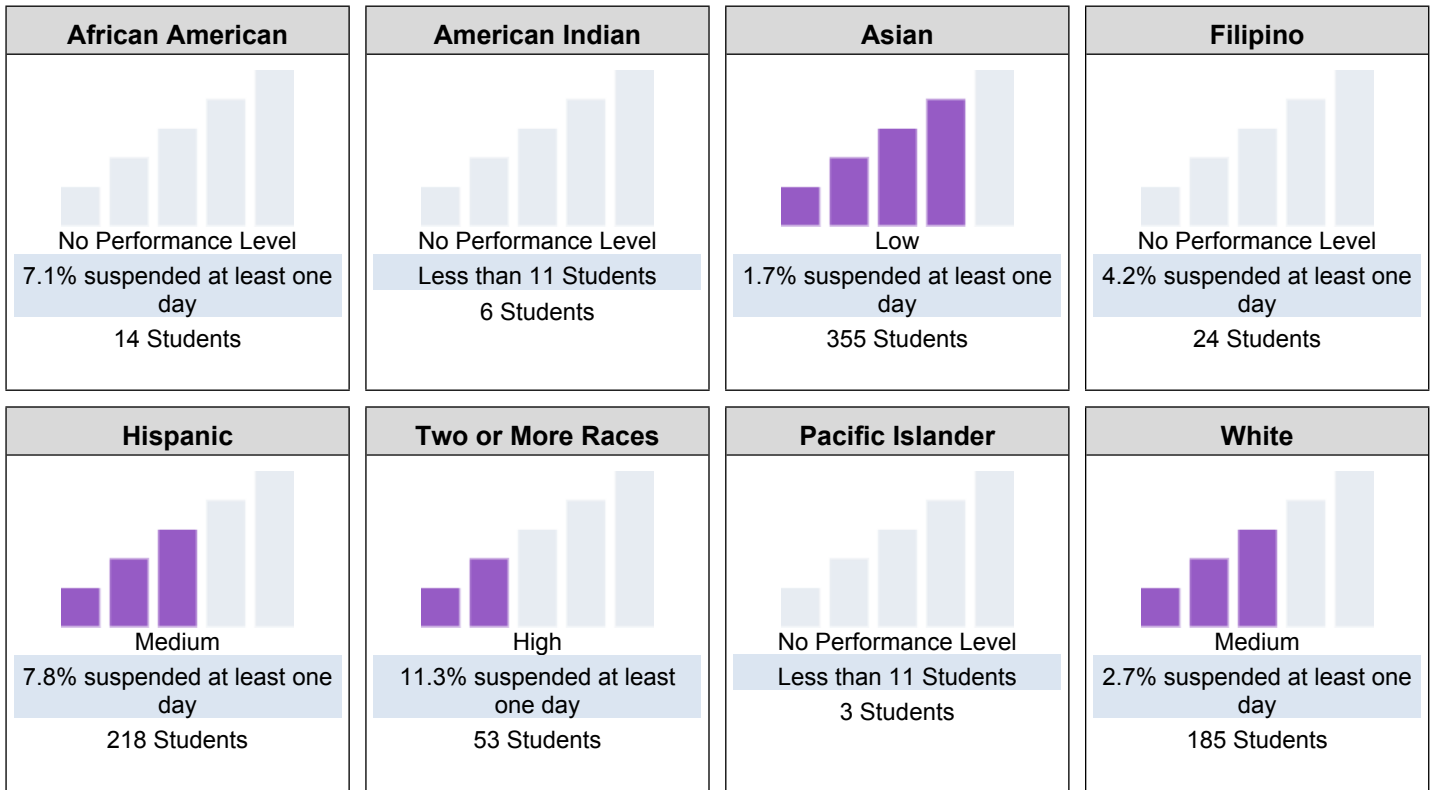
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- This area is higher than in the past two years because we were back full time at school. After two years of distance learning in 2021-22, students were re-learning expectations and routines in a school setting. Restorative practices, multi-tiered systems of support, tiered interventions and social-emotional learning practices will continue and be expanded to support student behaviors.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Peterson staff will continue to improve the academic achievement for all students.

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 1

Our goal is to increase all students' academic performance in all subject areas as measured by maintaining or increasing proficiency in standardized and district test scores. In order to accomplish this, all students continue to need support in academics, behavioral and social-emotional learning.

Identified Need

1. Student test scores on the CAASPP have not improved since before the pandemic. In most subgroups have remained steady or dropped since before the pandemic and have not returned to the 2018-2019 levels.

* Teachers should collaborate to align curriculum, standards, expectations, and design lessons to ensure the success of all students at Peterson.

* Peterson staff will focus our time and resources upon meeting the needs of our students through high level instruction with includes:

** Integrating research based instructional strategies that align with district goals

** the integration of technology in blended learning models

** CCSS/NGSS-aligned curriculum

** professional development aligned to school and district goals

** project-based learning

** implementing instructional strategies that include behavioral and social-emotional learning as developed by our staff and district personnel

*Additional time is required to allow collaboration, work with TOSAs across disciplines, within departments and teams to use the cycle of inquiry to design lessons, curriculum and assessments that support all students.

2. Reviewing Peterson student CAASPP data over several years, in general we see

* In ELA, approximately 30% are not scoring at or above standard. The CAASPP test resulting data shows our students scored in 2021-2022 three (3) points below their score in 2018-19.

* In Math approximately 40% of students are not scoring at or near standard. The CAASPP test resulting data shows our students scored in 2021-2022 seven (7) points below their score in 2018-2019.

* Improved academic reading, writing, listening and speaking strategies in all academic classes (social studies, electives, etc.) should improve scores for all students.

* Our demographic data shows that we need to focus on English Learners and Students with Special Needs; more effective strategies across academic disciplines will help all students.

* Students would benefit from consistent engagement strategies (such as structured partner interactions and other instructional best practices) to improve class participation, motivation, and enhanced emotional connection to the subject to deepen learning.

3. In the 2019-2020 school year, Peterson began to adopt a formal Multi-Tier System of Support (MTSS). Peterson’s Site Leadership Team (SLT) has been learning more and working on identifying academic, behavioral, and social-emotional supports.

* Monthly Site Leadership Team (SLT) meetings include a Tier 1 support identification and implementation process discussion.

* Teachers need time (collaboration) to develop a system for each area of MTSS (academic, behavioral, and social-emotional) support through the year.

* For 2022-2023, we need to continue to identify Tier 1 supports for all areas of the MTSS model.

** Identification of essential standards within each department began in 2020-2021. Implementation of Positive Greeting at the door was added at the end of 2021, and this year we have focused on implementing structured partner interactions across disciplines (site wide)

** PSC Is looking at our meeting schedules and being more intentional in including MTSS & building Tier 1 practices into Team and Department meetings.

** Identify and explore other academic supports for all students (i.e. after school Student Support, peer tutoring, SSR support).

** We need to continue to identify Tier 1 behavior intervention support for all students (i.e. PBIS, Restorative Practices).

** We would like to continue to explore and implement a Social-Emotional curriculum for all students (example Suite360, counseling/ACSA national model curriculum).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Alignment of Instruction for Tier 1 Support (academic, behavioral, and social-emotional).

- Collaboration (Curriculum and standards alignment across grade level teams, instruction planning, subs, hourly time cards, perishables)
- Professional Development to improve instruction and align to MTSS Strategies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

2,000	Targeted Allocation Collaboration (Curriculum and standards alignment across grade level teams, instruction planning, subs, hourly time cards, perishables)
5,000.00	Targeted Allocation Professional Development to improve instruction and align to MTSS Strategies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Improvement of academic instruction, innovative strategies and materials.

- Manipulatives, hands on materials, lab materials
- Library books and materials
- Librarian Professional Development
- Music program instruments, parts, repair and replacement, and music
- Technology: Software, Hardware, E-books,Subscriptions
- Culinary Program supplemental materials, new and replacement supplies, perishables

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	Targeted Allocation Manipulatives, hands on materials, lab materials
11,000.00	Targeted Allocation Library Books and Materials, librarian professional development
20,000.00	Targeted Allocation Technology: Software, Hardware, E-books,Subscriptions
7,600.00	Targeted Allocation Music program materials and repairs
2,000	Targeted Allocation

Culinary program supplemental materials, new and replacement supplies, perishables

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Improve opportunities for family engagement and communication to support school plans for improving academic, behavioral and social-emotional development.

- Parent education meeting materials, perishables.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Targeted Allocation

Parent communication, education meeting materials, perishables

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Academic/Behavioral/Social-Emotional Supports for all students (Tier 1)

- Extended Learning Time - after school Student Support - supplies/manipulatives
- Social-Emotional and Intervention Curriculum (ie: ACSA national counseling model curriculum and conference attendance for counseling and administration)
- Incentives to support and reinforce Positive Behavior Interventions

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

Targeted Allocation

Incentives to support and reinforce Positive Behavior Interventions

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

- * We increased the music and library program budgets for program improvement; we spent all monies as intended for these programs. The library received several new multicultural books, as well as novels for instruction, subscriptions, and other technology.
- * Two science teachers attended a conference in the fall.
- * Collaboration groups were formed to align with SPSA goals.
- * We purchased additional software (i.e., No Red Ink, Explore Learning, Mosa Mack, BrainPop), e-books, a movie license and novels for instruction.

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

Collaboration funds are available for staff members to get a substitute to work with other teachers to build lessons that align content and grade levels. This was utilized by our ELD teachers this year, however content area teachers did not choose to utilize this opportunity.

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

We will continue to define a more complete definition of Tier 1 academic, behavioral and social-emotional support for all students, and integrate these into all Peterson classrooms. Full implementation of Peterson Behavior Management Plan with the "Pirate Code", 3 Rs (Ready, Responsible, Respectful, Safe).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve school climate both inside and outside of the classroom for our students.

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 2

To continue Tier 1 (all student support), this goal focuses on School Climate inside and outside of the classroom for all students. The goal is to have students comfortable at school, ready and excited to learn, engaged in and connected to the Peterson community. We will measure progress toward this goal through the SCCOE SEL Survey, California Healthy Kids Survey (7th Grade), California Dashboard Suspension and Chronic Absenteeism data.

Identified Need

1. After school clubs are very popular with Peterson students. We need to continue and expand funding to support after school and lunchtime programs to increase engagement at school.
2. The library is highly used at lunch time by students to work and connect with other students. Will continue to expand purchase of books for special library programs and activities.
* Continue to offer after school library hours by extending LMA hours.
3. Provide games and activities at lunch to help students connect, relax, and socialize.
4. Student use of social media, the 1-1 Chromebook and more online/computer time affects student discipline, and increases the need for education around the responsible use of technology both in the school setting and outside the school. Although much of this happens outside of the school day, it affects the students at school. Student education in digital citizenship, cyber-safety and responsibility through assemblies and presentations to increase awareness and empathy, as well as parent education regarding social media use and safety issues.
5. In the past, there has been good coordination between Peterson admin, Health & Wellness and our PTSA to present parent education opportunities (documentary screenings, speakers). We hope to continue the collaboration with our parent community to work together on topics important to our families.
6. Support the transition to middle school, and from middle school to high school. Survey data shows approximately 10% of our 6th grade students do not "feel accepted at Peterson" and the percentage generally increases in 7th and 8th grade. A student's connectedness to school affects academic performance, behavior and their social-emotional well being.

All students

Strategy/Activity

Support library activities - author visits, book talks, displays, Teen Read Week, and activities that draw students into the library.

- Extend LMA hours

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

14,000.00

Source(s)

Targeted Carryover

Extend LMA hours (salary & benefits)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Transition to & from Middle School: We need to welcome our new students to make them feel welcome and help 8th graders prepare for move to the next school/grade level

Beginning of the year / New / 5th Grade Transition to Middle School

- Pirate Kick-Off / WEB (Where Everybody Belongs)
- WEB training - for teacher
- Monthly 6th Grade WEB Connection activities (activities, materials, perishables)
- Training for student leaders, perishables, subs

- 5th grade transition / open house (timesheets, WEB leadership)

- Subs for IEP/Student transition from elementary to Peterson

8th Grade Transition to High School

- Bus for field trip to Wilcox/SCHS
- Subs for IEP/student transition to high school

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

Targeted Allocation

	Transition to middle school (WEB, Pirate Kickoff, subs, 6th grade Connections)
400.00	Targeted Allocation
	Middle to high school transition

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Student recognition, awards and community building materials, supplies, and perishables to improve student connection to school.

* Improvement awards, Student of the Month, Academic Awards, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Targeted Allocation
	Student recognition

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Improve School Climate with Assemblies, Conferences, Staff Involvement, Games, Materials, Lunchtime activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000.00	Targeted Allocation

Assemblies, Conferences, Staff Involvement, Games, Materials, Lunchtime activities

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase student connectedness and engagement with activities such as field trips, speakers, performances that enhance the classroom experience.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

18,736.00

Targeted Allocation

field trips, speakers, performances

364.00

Targeted Carryover

field trips, speakers, performances

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Campus security and emergency preparedness

- Emergency preparedness and campus safety planning - materials, etc.
- Additional noon supervisors (see Activity 1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,500

Targeted Allocation

Emergency preparedness and campus safety planning - materials, etc.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

For school safety, we have had issues retaining noon duty supervisors, but will continue to pay for at least one out of SPSA.

Having the library open after school has given many students the opportunity to connect with classmates, study, and provides a safe, supervised place to be after school.

WEB is fully implemented this year, thanks to completed training of our leaders.

We supported several after school clubs and activities with SPSA money (i.e. Math Club).

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

This goal has been implemented to plan. We had to move more money into Extracurricular Activities and field trips.

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

We will add money to lunchtime activities and supervision, and field trips.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Provide support and intervention for under-performing students, including English Language learners, students with disabilities, or other students who demonstrate greater need or have risk factors indicating the need for additional support.

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 3

Provide support and intervention for under-performing students, including English Language learners, students with disabilities, or other students who demonstrate greater need or have risk factors indicating the need for additional support. Our goal is to maintain or increase these student's proficiency as measured by the CAASP, ELPAC, and iReady. We want to support our struggling students with their academic, behavioral and social-emotional needs.

Identified Need

1. In 2021-2022, CAASPP English Language scores show that 93% of English Only students are proficient, while only 7% of ELL students are proficient.
2. According to our ELPAC scores, our ELL students score below standard, while our English Only students are above standard. Our ELL students' areas of highest concern are the Written and Reading Domains. This is consistent with past year scores for Peterson students.
 - a. According to the 2018-29 ELPAC, 41 of students scored at Level 1 for Reading. By contrast, in 2021-2022, 52% scored at Level 1.
 - b. Our ELL students are improving in their academic writing. According to the 2018-19 ELPAC scores, approximately 15% of our ELL students were at Level 1, while in 2021-22, it fell to 5% at Level 1.
 - c. Our ELL students are integrated into general education classes, so this affects their ability to perform proficiently in all subject areas, not just English Language Arts and Math. We need to focus on improving academic reading, writing and language comprehension for our ELL students; we believe this focus will help them in all subject areas.
 - d. The new SCUSD EL Master Plan increased the number of designated ELD classes. Teachers are new to teaching designated ELD, and could potentially change from year to year, so additional training and collaboration time to support our English Learner students will still be needed.
3. Test scores in ELA show slight improvement.
 - a. In 2017-2018, 68.68% of Peterson students scored CAASPP % Standard or % Standard Met.
 - b. In 2018-2019, 70.43% of Peterson students scored CAASPP % Standard or % Standard Met.
 - c. In 2021-2022, the CAASPP test results show that 64% of Peterson students were At or Above Grade Level.

- d. Two demographic groups need attention: 63% of Hispanic or Latino and 63% of English Learners scored At or Above Grade Level.
 - e. We will be using 2022-2023 SPSA funds to allow for more professional development and collaboration time for teachers working with our struggling readers.
 - f. We would like to look into professional development in differentiation strategies for general education teachers to improve academic reading, writing and language comprehension for special education, ELL and other struggling students.
 - g. We would like to give general education, special education and ELL teachers more collaboration time to co-teach, create lessons and strategies to improve academic reading, writing and language comprehension in general education classes.
4. Test scores in Math are falling.
- a. Between 2018-2019 and 2021-2022, overall our students at or above standard fell by 6%
5. In general, students need additional social/emotional support. Many new 504s include support for depression and anxiety. Recognizing the needs of these students through accommodations, counseling support and integrating more social-emotional learning in classroom lessons will help all students.
- a. With the MTSS model, in addition to the Tier 1 supports, we plan to identify and implement Tier 2 & 3 supports for some students to provide support before creating a 504 and/or a SPED referral.
5. SAGE (formerly Middle School Matters) is a Tier 2 intervention program that has a math and ELA support class; social, emotional curriculum is used to teach literacy strategies. 6th grade students identified as underperforming based on CAASPP data/grades etc. will determine placement in MSM. A certificated Math and certificated English teacher will teach each of these sections.

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Struggling, Special Education, English Language Learners

Strategy/Activity

Improvement of Instruction with supplemental, books, materials and supplies

- Technology & Subscriptions (i.e. ACTION Magazine, SuperScience)
- Intervention supplies / equipment (audiobooks, leveled reading resources, headphones, etc.), maintenance
- SAGE Class Support (books, materials, perishables, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	Targeted Allocation Intervention program support books and materials, supplies / equipment, maintenance, technology & subscriptions
500.00	Targeted Allocation SAGE Class Support (books, materials, perishables, etc.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Struggling, Special Education, English Language Learners

Strategy/Activity

Professional development & strategies for teaching academic reading, writing, language comprehension skills and math to struggling students including ELL and students with special needs, and Tier 2 and 3 behavioral and social-emotional supports.

- Professional Development and collaboration (release time/hourly pay) to improve instruction for struggling students (instructional planning and strategy implementation- subs, hourly time cards, perishables)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000.00	Targeted Allocation Professional Development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Struggling, Special Education, English Language Learners

Strategy/Activity

CAASPP, ELPAC Testing Support

- Certificated teachers are required to proctor the ELPAC test; this covers the cost of subs or hiring proctors
- Materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,500.00	Targeted Allocation CAASPP, ELPAC testing support (subs, materials)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Struggling, Special Education, English Language Learners

Strategy/Activity

Involvement of Staff, Parents, and Community

- Provide Translation Services for academic, parent meetings, PTSA, and other school events.
- Additional instructional support for ELL students (timecard)
- Redesignation / reclassification support (materials, perishables)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	Targeted Allocation Translation Services
1,000.00	Targeted Allocation Redesignation / reclassification support (materials, perishables)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

- Substitute teachers were trained proctors and brought in to support CAASPP testing; we were able to achieve 94% completion of CAASPP testing in one week with their help.
- ELL teachers took collaboration days for planning and working with Theresa Hancock.
- We used Translation services for community messages and slides, the Student Handbook, and meetings.
- There were two celebrations of ELL students who achieved a high level of improvement in their iReady scores.
- ELAC meetings were well attended in person this year.

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

With the exception of the Math Intervention Plan, we implemented this goal to plan.

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

- Continue to emphasize collaboration between general education, special education and ELL teachers to improve ELA and math strategies for struggling students in Goal 3.
- We would like to create a co-teaching structure, with added ELL support, for struggling students.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$156,100.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Targeted Allocation	\$136,736.00
Targeted Carryover	\$19,364.00

Subtotal of state or local funds included for this school: \$156,100.00

Total of federal, state, and/or local funds for this school: \$156,100.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	136,736	0.00
Targeted Carryover	19,364	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	136,736.00
Targeted Carryover	19,364.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Targeted Allocation	132,736.00
	Targeted Allocation	4,000.00
	Targeted Carryover	19,364.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,100.00
Goal 2	85,000.00
Goal 3	19,000.00

School Site Council Membership

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

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

Name of Members	Role
Chandra Henry	Principal
Angela Kretsch	Other School Staff
Ashley Frost	Classroom Teacher
Margaret Jackson	Classroom Teacher
Courtney Lucero	Classroom Teacher
Linda Pfeifer	Other School Staff
Elizabeth Smith	Parent or Community Member
Kristianne Gradwohl	Parent or Community Member
Aida Sued	Parent or Community Member
Chloe Jang	Secondary Student
Aiden Vo	Secondary Student
Kaden Yoo	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April 11, 2023.

Attested:



Principal, Chandra Henry on April 11, 2023



SSC Chairperson, Kristianne Gradwohl on April 11, 2023