

# School Plan for Student Achievement (SPSA)

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 9, 2024	June 13, 2024

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

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

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Marian A. Peterson Middle School for meeting ESSA’s planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement.....	3
Comprehensive Needs Assessment Components .....	3
California School Dashboard (Dashboard) Indicators.....	3
Other Needs.....	3
School and Student Performance Data .....	4
Student Enrollment.....	4
CAASPP Results.....	6
ELPAC Results .....	10
California School Dashboard .....	13
Goals, Strategies, & Proposed Expenditures.....	25
Goal 1.....	25
Goal 2.....	30
Goal 3.....	34
Budget Summary .....	38
Budget Summary .....	38
Other Federal, State, and Local Funds .....	38
Budgeted Funds and Expenditures in this Plan.....	39
Funds Budgeted to the School by Funding Source.....	39
Expenditures by Funding Source .....	39
Expenditures by Budget Reference .....	39
Expenditures by Budget Reference and Funding Source .....	39
Expenditures by Goal.....	39
School Site Council Membership .....	40
Recommendations and Assurances .....	41

# Plan Description

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

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

## Educational Partner Involvement

How, when, and with whom did your Marian A. Peterson Middle 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 2024).

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

None.

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

In ELA, overall Peterson students were in the blue band. Our Students with Disabilities (red), English Learners (orange), Hispanic and Socioeconomically Disadvantaged students (yellow) are two or more performance levels below all student performance.

In Math, overall Peterson students are in the green band. Our English Learners and Students with Disabilities are two performance levels below (orange) band. We have no students in the red band.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Marian A. Peterson Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.63%	0.55%	6	5	4
African American	1.2%	1.27%	1.37%	10	10	10
Asian	43.9%	42.46%	42.52%	382	335	310
Filipino	2.8%	2.92%	3.02%	24	23	22
Hispanic/Latino	23.8%	24.71%	26.2%	207	195	191
Pacific Islander	0.6%	0.25%	0.14%	5	2	1
White	22.4%	21.42%	20.71%	195	169	151
Multiple/No Response	4.4%	5.45%	4.66%	38	43	34
<b>Total Enrollment</b>				871	789	729

### 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
<b>Total Enrollment</b>	871	789	729

#### Conclusions based on this data:

- Peterson student population has dropped 17% over the last three years.
- 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.
- 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

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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	190	215	6.8%	24.1%	29.4%

### 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. Although the number of EL students in our student population has decreased over the last three years from 18.5% to 14.3%, we need to continue to provide them with focused English Language development.
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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	243	0	247	228	0	247	228	0.0	96.5	93.8
Grade 7	288	260	234	0	253	226	0	253	226	0.0	97.3	96.6
Grade 8	266	270	262	0	263	246	0	262	246	0.0	97.4	93.9
All Grades	834	786	739	0	763	700	0	762	700	0.0	97.1	94.7

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.	2584.		38.46	39.04		27.94	32.02		17.41	15.79		16.19	13.16
Grade 7		2600.	2587.		33.99	31.86		38.74	34.96		14.62	17.70		12.65	15.49
Grade 8		2614.	2613.		34.35	30.49		28.63	43.09		23.66	14.23		13.36	12.20
All Grades	N/A	N/A	N/A		35.56	33.71		31.76	36.86		18.64	15.86		14.04	13.57

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	36.40		48.18	47.37		17.81	16.23
Grade 7		30.16	24.78		60.71	60.62		9.13	14.60
Grade 8		34.35	31.30		53.05	55.69		12.60	13.01
All Grades		32.85	30.86		54.01	54.57		13.14	14.57

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		35.63	41.23		46.56	43.86		17.81	14.91
<b>Grade 7</b>		42.63	39.82		41.04	43.36		16.33	16.81
<b>Grade 8</b>		38.17	39.02		43.89	49.19		17.94	11.79
<b>All Grades</b>		38.82	40.00		43.82	45.57		17.37	14.43

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		17.41	25.44		74.49	68.42		8.10	6.14
<b>Grade 7</b>		16.67	21.24		76.59	68.14		6.75	10.62
<b>Grade 8</b>		22.52	21.54		69.08	69.92		8.40	8.54
<b>All Grades</b>		18.92	22.71		73.32	68.86		7.75	8.43

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		29.55	31.58		59.51	59.65		10.93	8.77
<b>Grade 7</b>		30.95	26.99		59.92	61.50		9.13	11.50
<b>Grade 8</b>		32.06	32.93		60.31	57.72		7.63	9.35
<b>All Grades</b>		30.88	30.57		59.92	59.57		9.20	9.86

**Conclusions based on this data:**

1. Our 2022-23 data suggests that the SCUSD focus ELD on reading, writing, listening and speaking ELD development should continue to be a focus at Peterson, with a specific focus on reading and writing which has the most students performing below standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	243	0	246	236	0	246	235	0.0	96.1	97.1
Grade 7	288	261	233	0	249	231	0	248	231	0.0	95.4	99.1
Grade 8	266	270	263	0	262	249	0	262	249	0.0	97.0	94.7
All Grades	834	787	739	0	757	716	0	756	715	0.0	96.2	96.9

\* 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.	2569.		42.68	40.85		17.48	20.00		17.89	18.30		21.95	20.85
Grade 7		2582.	2583.		36.69	35.93		24.19	20.78		19.35	21.65		19.76	21.65
Grade 8		2577.	2586.		30.53	30.92		15.27	20.88		23.66	22.49		30.53	25.70
All Grades	N/A	N/A	N/A		36.51	35.80		18.92	20.56		20.37	20.84		24.21	22.80

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	35.74		39.43	40.85		21.54	23.40
Grade 7		37.90	39.39		42.34	37.66		19.76	22.94
Grade 8		27.48	29.32		47.71	46.18		24.81	24.50
All Grades		34.66	34.69		43.25	41.68		22.09	23.64



<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		30.49	25.96		49.59	54.47		19.92	19.57
<b>Grade 7</b>		29.84	29.87		54.03	53.25		16.13	16.88
<b>Grade 8</b>		29.39	30.52		47.33	50.60		23.28	18.88
<b>All Grades</b>		29.89	28.81		50.26	52.73		19.84	18.46

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		34.55	36.60		49.59	49.79		15.85	13.62
<b>Grade 7</b>		28.23	37.66		57.26	48.92		14.52	13.42
<b>Grade 8</b>		25.19	30.92		54.20	52.21		20.61	16.87
<b>All Grades</b>		29.23	34.97		53.70	50.35		17.06	14.69

**Conclusions based on this data:**

1. The California Dashboard reported that CAASPP test resulting data shows our students' scores increased by 6.4 points from 2022 to 2023 and overall Peterson students score 17.2 points above standard.
2. In Math approximately 32% of students scored high or very high in Math. We have no groups scoring Very Low in Math. Our focus will continue to be on increasing performance for English Learners and Students with Disabilities in Math.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## 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	1520.8	1532.0	1526.1	1524.8	1539.1	1512.8	1516.4	42	39	41
7	1535.2	1569.4	1539.3	1549.3	1584.6	1554.9	1520.7	1553.9	1523.1	55	32	36
8	1564.8	1550.3	1517.6	1578.1	1557.1	1524.9	1550.9	1543.2	1510.0	50	41	31
All Grades										147	112	108

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	17.07	43.90	38.46	26.83	14.63	30.77	39.02	9.76	17.95	17.07	41	39	41
7	30.19	43.75	19.44	30.19	18.75	33.33	26.42	28.13	25.00	13.21	9.38	22.22	53	32	36
8	33.33	15.00	19.35	37.50	55.00	16.13	22.92	22.50	19.35	6.25	7.50	45.16	48	40	31
All Grades	31.69	22.52	18.52	36.62	38.74	25.93	21.83	27.03	28.70	9.86	11.71	26.85	142	111	108

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	41.46	34.15	38.46	29.27	4.88	12.82	17.07	9.76	7.69	12.20	41	39	41
7	49.06	50.00	50.00	26.42	34.38	27.78	13.21	9.38	8.33	11.32	6.25	13.89	53	32	36
8	43.75	42.50	35.48	35.42	40.00	12.90	18.75	10.00	6.45	2.08	7.50	45.16	48	40	31
All Grades	47.89	44.14	42.59	31.69	37.84	24.07	12.68	10.81	11.11	7.75	7.21	22.22	142	111	108

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	9.76	14.63	20.51	12.20	41.46	48.72	39.02	19.51	30.77	39.02	41	39	41
7	16.98	25.00	8.33	18.87	15.63	13.89	37.74	37.50	41.67	26.42	21.88	36.11	53	32	36
8	8.33	2.50	3.23	37.50	27.50	22.58	31.25	52.50	22.58	22.92	17.50	51.61	48	40	31
All Grades	16.20	8.11	7.41	23.94	21.62	15.74	36.62	46.85	35.19	23.24	23.42	41.67	142	111	108

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	21.95	56.10	76.92	68.29	17.07	10.26	9.76	41	39	41	
7	20.75	31.25	13.89	58.49	50.00	66.67	20.75	18.75	19.44	53	32	36	
8	33.33	5.00	25.81	54.17	82.50	32.26	12.50	12.50	41.94	48	40	31	
All Grades	26.76	15.32	20.37	56.34	71.17	57.41	16.90	13.51	22.22	142	111	108	

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	56.10	21.95	30.77	31.71	7.32	5.13	12.20	41	39	41	
7	73.58	75.00	75.00	16.98	21.88	13.89	9.43	3.13	11.11	53	32	36	
8	72.92	75.00	45.16	25.00	20.00	12.90	2.08	5.00	41.94	48	40	31	
All Grades	72.54	71.17	59.26	21.13	24.32	20.37	6.34	4.50	20.37	142	111	108	

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	9.76	34.15	33.33	17.07	39.02	66.67	73.17	41	39	41	
7	24.53	25.00	8.33	20.75	31.25	25.00	54.72	43.75	66.67	53	32	36	
8	25.00	12.50	6.45	37.50	42.50	25.81	37.50	45.00	67.74	48	40	31	
All Grades	25.35	11.71	8.33	30.28	36.04	22.22	44.37	52.25	69.44	142	111	108	

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
<b>6</b>	31.71	7.69	21.95	56.10	87.18	68.29	12.20	5.13	9.76	41	39	41
<b>7</b>	9.43	12.50	22.22	79.25	81.25	61.11	11.32	6.25	16.67	53	32	36
<b>8</b>	4.17	2.50	9.68	89.58	92.50	51.61	6.25	5.00	38.71	48	40	31
<b>All Grades</b>	14.08	7.21	18.52	76.06	87.39	61.11	9.86	5.41	20.37	142	111	108

**Conclusions based on this data:**

1. Since 2020-2021, we have had a 34% reduction in the number of students taking the ELPAC (from 147 to 108). However, in all domains, the percentage of students scoring at the "Level 1" or "Beginning" has increased over the last three years.
  - - According to the 2020-2021 ELPAC results, 44% of students scored at "Beginning" for Reading. By contrast, in 2022-2023, 69% scored "Beginning".
  - - Our ELL students' Writing Domain has also decreased. In 2020-2021 10% scored at the Beginning Level, but in 2022-2023, 20% of our ELL students scored "Beginning."
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.
3. All EL students are in designated EL classes as of the 2022-2023 school year; we are hoping that there is improvement in 2023-24 scores due to this focus.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>729</b>	<b>31</b>	<b>14.3</b>	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	104	14.3
Foster Youth		
Homeless	1	0.1
Socioeconomically Disadvantaged	226	31
Students with Disabilities	98	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.4
American Indian	4	0.5
Asian	310	42.5
Filipino	22	3
Hispanic	191	26.2
Two or More Races	34	4.7
Pacific Islander	1	0.1
White	151	20.7

**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 has decreased.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. We are pleased that our ELA has maintained at a high standard, and our Math results increased 17.2 point since 2021-2022.
2. Our chronic absenteeism and suspension rates have declined. We will continue to grow our restorative practices and proactive solutions.

# School and Student Performance Data

## Academic Performance English Language Arts

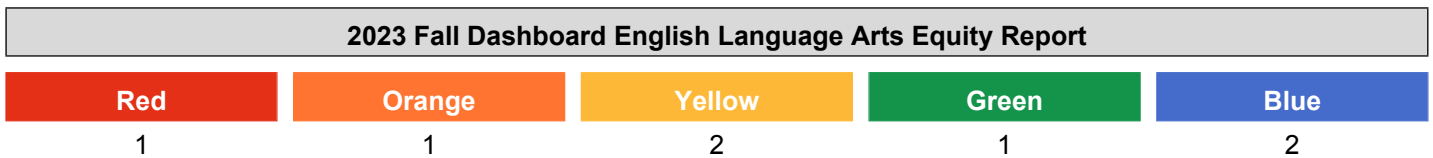
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Blue 48.7 points above standard Maintained +1 points 674 Students	<b>English Learners</b>  Orange 37.3 points below standard Maintained -0.1 points 167 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 1 Student	<b>Socioeconomically Disadvantaged</b>  Yellow 30.1 points below standard Increased +3.9 points 200 Students	<b>Students with Disabilities</b>  Red 92.3 points below standard Decreased Significantly -24.7 points 92 Students



**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  9 Students	Less than 11 Students  2 Students	 Blue 84 points above standard Maintained -2.2 points  287 Students	44.5 points above standard Increased +6.3 points  22 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 31.3 points below standard Increased +5.9 points  173 Students	 Green 56.1 points above standard Decreased -4 points  33 Students	Less than 11 Students  1 Student	 Blue 80.3 points above standard Increased +8.4 points  141 Students

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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
137.3 points below standard Decreased Significantly -26.8 points  64 Students	14.6 points above standard Maintained -0.7 points  106 Students	64.2 points above standard Decreased -3.5 points  302 Students

**Conclusions based on this data:**

- Overall Peterson's performance is satisfactory, but areas of concern are with our Hispanic, Students with Disabilities and current EL students.

# School and Student Performance Data

## Academic Performance Mathematics

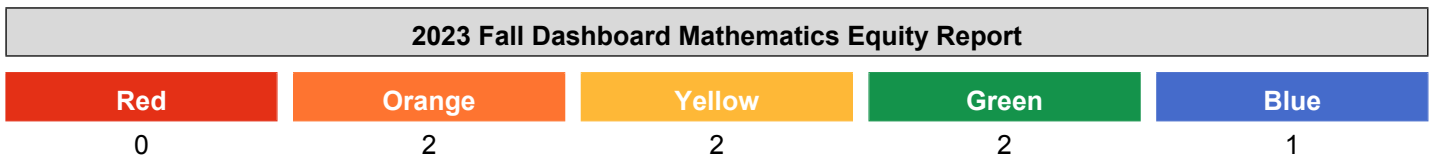
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Green 17.2 points above standard Increased +6.4 points 674 Students	<p><b>English Learners</b></p>  Orange 86.4 points below standard Decreased -8.4 points 178 Students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 78.3 points below standard Increased +11.9 points 201 Students	<p><b>Students with Disabilities</b></p>  Orange 128.7 points below standard Increased +5.3 points 92 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  9 Students	Less than 11 Students  4 Students	 Blue 72.1 points above standard Increased +3 points  287 Students	2 points below standard Increased Significantly +22.9 points  22 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 91.2 points below standard Increased +11.7 points  178 Students	 Green 30.6 points above standard Increased +11.9 points  33 Students	Less than 11 Students  1 Student	 Green 34.2 points above standard Increased +7.1 points  141 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
191.7 points below standard Decreased Significantly -24.3 points  75 Students	22.4 points below standard Increased +3.1 points  107 Students	26.3 points above standard Increased +3.3 points  301 Students

#### Conclusions based on this data:

- While we are performing well in Math and saw an increase in scores this year, we need to continue to focus on our Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, and English Learner students.

# School and Student Performance Data

## Academic Performance English Learner Progress

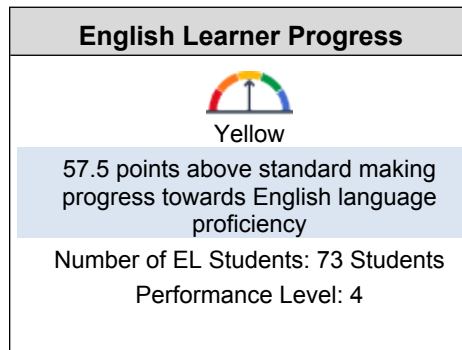
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 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.

### 2023 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
9	22	1	39

#### 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.

### 2023 Fall Dashboard Chronic Absenteeism Equity Report







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.

### 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Green</p> <p>8.2% Chronically Absent</p> <p>Declined -1.6</p> <p>770 Students</p>	<p>Orange</p> <p>18% Chronically Absent</p> <p>Maintained 0</p> <p>133 Students</p>	<p>No Performance Color</p> <p>0 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Less than 11 Students</p> <p>2 Students</p>	<p>Yellow</p> <p>14.2% Chronically Absent</p> <p>Declined Significantly -9.9</p> <p>247 Students</p>	<p>Orange</p> <p>19.8% Chronically Absent</p> <p>Maintained 0</p> <p>106 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  10 Students	Less than 11 Students  4 Students	 Yellow 4% Chronically Absent Increased 0.8  324 Students	4.5% Chronically Absent Declined -3.8  22 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 17.8% Chronically Absent Declined Significantly -5.4  214 Students	 Blue 2.5% Chronically Absent Declined -9  40 Students	Less than 11 Students  1 Student	 Yellow 5.8% Chronically Absent Maintained 0.2  155 Students

**Conclusions based on this data:**

- 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

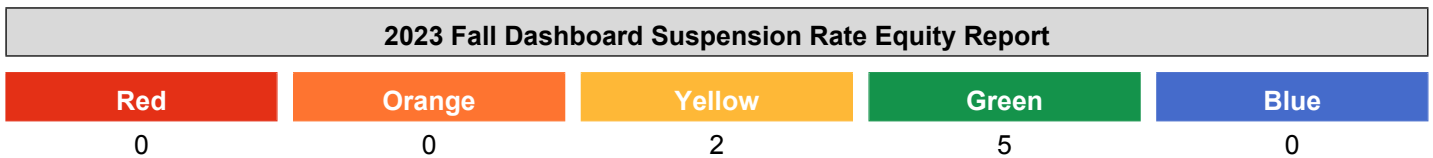
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 2.7% suspended at least one day Declined -1.5 780 Students	<b>English Learners</b>  Green 6.5% suspended at least one day Declined -0.5 138 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Green 7.2% suspended at least one day Declined -0.3 250 Students	<b>Students with Disabilities</b>  Yellow 8.3% suspended at least one day Declined -1.8 108 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 10 Students</p>	<p>Less than 11 Students 5 Students</p>	<p align="center"> Green</p> <p>0.6% suspended at least one day</p> <p>Declined -1.1 326 Students</p>	<p>0% suspended at least one day</p> <p>Declined -4.2 22 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Yellow</p> <p>7.8% suspended at least one day</p> <p>Maintained 0 218 Students</p>	<p align="center"> Green</p> <p>2.4% suspended at least one day</p> <p>Declined -8.9 42 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Green</p> <p>0.6% suspended at least one day</p> <p>Declined -2.1 156 Students</p>

**Conclusions based on this data:**

- 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 1

### Title and Description of School Goal

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

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

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

### Identified Need

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

1. Student test scores on the CAASPP have improved, However the scores of most subgroups have remained steady or dropped since before the pandemic.
  - \* 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 32% are not scoring high or very high; they are scoring medium or below. The Students with Disabilities group was the only group that scored Very Low in English. The CAASPP test resulting data shows our overall scores increased by 1 point in ELA from 2022 to 2023.
  - \* In Math approximately 32% of students scored high or very high in Math. We have no groups scoring Very Low in Math. The CAASPP test resulting data shows our students' scores increased by 6.4 points from 2022 to 2023.
  - \* Improving 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 across disciplines (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 academic support identification and implementation process discussion for each department.
  - \* Teachers need time (collaboration) to develop a site-wide system for each area of MTSS (academic, behavioral, and social-emotional) support through the year.
  - \* For 2023-2024, we will 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 in 2021-2022. A focus on implementing structured partner interactions across disciplines (site wide) happened in 2022-2023. In 2023-2024 there was a focus on SMARTIE goals within departments to identify student academic needs using iReady, CAASPP and grade data.
  - \*\* PSC Is looking at our meeting schedules and being more intentional in including MTSS & building Tier 1 practices into Team and Department meetings.
  - \*\* Peterson's school counselors are working on RAMP (Recognized ASCA Model Program) certification. With that, School Counselors attend conferences to increase their knowledge and expertise in tier 1 supports for all students.
  - \*\* 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 (i.e., counseling/ACSA national model curriculum).
  - \*\* We have an effective Behavior Management team assisting site-wide PBIS and implementation of a plan that will identify and address student behaviors to ensure the academic and social success of students at Peterson. We will continue to enhance this system.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SCUSD 2022-2023 Overall Baseline: 59% Meet or Exceed Standards SCUSD Three Year Goal: 75% Meet or Exceed Standards 16 point increase over three years (approx. 5 points per year)	Peterson CAASPP ELA meet or exceed 70.57% 2022-2023	Increase meet or exceed by 5 points to 75.5%
SCUSD 2022-2023 Overall Baseline: 48% Meet or Exceed Standards SCUSD Three Year Goal: 65% Meet or Exceed Standards 17 point increase over three years (5.6 per year)	Peterson CAASPP Math meet or exceed 56.36% 2022-2023	Increase meet or exceed by 5 points to 61.4%

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Alignment of Instruction for Tier 1 Support (academic, behavioral, and social-emotional). <ul style="list-style-type: none"> <li>• Collaboration (Curriculum and standards alignment across grade level teams, instruction planning, subs, hourly time cards, perishables)</li> <li>• Professional Development to improve instruction and align to MTSS Strategies</li> </ul>	All Students	5,500 Targeted Allocation  Collaboration (Curriculum and standards alignment across grade level teams, instruction planning, subs, hourly time cards, perishables) 3,000 Targeted Allocation  Professional Development to improve instruction and align to MTSS Strategies
1.2	Improvement of academic instruction, innovative strategies and materials. <ul style="list-style-type: none"> <li>• Manipulatives, hands on materials, lab materials</li> <li>• Library books and materials</li> <li>• Librarian Professional Development</li> <li>• Music program instruments, parts, repair and replacement, and music</li> <li>• Technology: Software, Hardware, E-books, Subscriptions</li> <li>• Culinary Program supplemental materials, new and replacement supplies, perishables</li> </ul>	All	1,000.00 Targeted Allocation  Manipulatives, hands on materials, lab materials 11,000.00 Targeted Allocation  Library Books and Materials, librarian professional development 10,000.00 Targeted Allocation  Technology: Software, Hardware, E-books, Subscriptions 7,500.00 Targeted Allocation

			Music program materials and repairs 2,000 Targeted Allocation  Culinary program supplemental materials, new and replacement supplies, perishables
1.3	Improve opportunities for family engagement and communication to support school plans for improving academic, behavioral and social-emotional development. <ul style="list-style-type: none"> <li>Parent education meeting materials, perishables.</li> </ul>	All students	500.00 Targeted Allocation  Parent communication, education meeting materials, perishables
1.4	Academic/Behavioral/Social-Emotional Supports for all students (Tier 1) <ul style="list-style-type: none"> <li>Extended Learning Time - after school Student Support - supplies/manipulatives</li> <li>Social-Emotional and Intervention Curriculum (ie: ACSA national counseling model curriculum and conference attendance for counseling and administration)</li> <li>Incentives to support and reinforce Positive Behavior Interventions</li> </ul>	All students	1,000.00 Targeted Allocation  Incentives to support and reinforce Positive Behavior Interventions

## Annual Review

### SPSA Year Reviewed: 2023-24

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

## Analysis

Describe the overall implementation and 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., Explore Learning, Breakout EDU & BrainPop), e-books, a movie license and novels for instruction.

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 and our Behavior Management Team this year. Use of collaboration funds for content area teachers were only approved for site wide program improvement.

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 2

### Title and Description of School Goal

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

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

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. Suspension rates declined from 21-22 to 22-23 by 1.5%. Chronic Absenteeism declined from 21-22 to 22-23 by 1.6%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

### Identified Need

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

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.

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 after school library hours by extending LMA hours.

Provide games and activities at lunch to help students connect, relax, and socialize. There are fewer negative student actions when the lunch activities are organized and supervised.

Student use of social media, 1-1 Chromebooks 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.

Continue collaboration between Peterson admin, counseling, Health & Wellness and our PTSA to present parent education opportunities (documentary screenings, speakers) that support students and families.

Support the transition to middle school, and from middle school to high school. In the 2024 California Healthy Kids Survey, 74% of seventh graders report that they agree or strongly agree to feeling strongly connected to school. (Only seventh graders are surveyed by CHKS). A student's connectedness to school affects academic performance, behavior and their social-emotional well being.

All grades take curriculum-related field trips. Student connectedness and engagement is increased with field trips/experiences that support classroom curriculum.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism per the California Dashboard SCUSD focus is the Latino/a/x	Chronic Absenteeism for Peterson Hispanic/Latino students is 17.8%	Reduce by .5% to 17% for Hispanic/Latino students
Suspension Rates per the California Dashboard SCUSD focus is the Latino/a/x	Suspension rate for Peterson Hispanic/Latino students is 7.8%	Reduce by .5% to 7% for Hispanic/Latino students

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Offer Extracurricular opportunities to extend classroom learning 1. Registration, materials and perishables for extracurricular sports, clubs and activities (i.e., performing arts programs, Science Club, Science Fair, Yearbook, Tech Challenge, Math Club) to motivate under-performing students and extend opportunities to students who are ready for a challenge 2. Promote student connectedness and engagement with activities at lunch via our partnership with Allera Sports.	All students	5,000.00 Targeted Allocation  Extracurricular activities 23,490.00 Targeted Allocation  Intramural sports, lunch or after school activities 15,510 Targeted Carryover  Intramural sports, lunch or after school activities
1.2	Support library activities - author visits, book talks, displays, Teen Read Week, and activities that draw students into the library. <ul style="list-style-type: none"> <li>Extend LMA hours</li> </ul>	All students	11,000.00 Targeted Allocation  Extend LMA hours (salary & benefits) 5,000 Targeted Carryover  Extend LMA hours (salary & benefits)
1.3	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 <ul style="list-style-type: none"> <li>Pirate Kick-Off / WEB (Where Everybody Belongs)</li> <li>WEB training - for teacher</li> <li>Monthly 6th Grade WEB Connection activities (activities, materials, perishables)</li> <li>Training for student leaders, perishables, subs</li> </ul>	All students	2,000.00 Targeted Allocation  Transition to middle school (WEB, Pirate Kickoff, subs) 1,000.00 Targeted Allocation



	<ul style="list-style-type: none"> <li>• 5th grade transition / open house (timesheets, WEB leadership)</li> <li>• Subs for IEP/Student transition from elementary to Peterson</li> </ul> <p>8th Grade Transition to High School</p> <ul style="list-style-type: none"> <li>• Bus for field trip to Wilcox/SCHS</li> <li>• Subs for IEP/student transition to high school</li> </ul>		
1.4	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.	All students	1,000 Targeted Allocation  Student recognition
1.5	Improve School Climate with Assemblies, Conferences, Staff Involvement, Games, Materials, Lunchtime activities	All students	2,000.00 Targeted Allocation  Assemblies, Conferences, Staff Involvement, Games, Materials, Lunchtime activities
1.6	Increase student connectedness and engagement with activities such as field trips, speakers, performances that enhance the classroom experience.	All students	18,000.00 Targeted Allocation  field trips, speakers, performances
1.7	Campus Security - Emergency preparedness and campus safety planning - materials, etc.	All students	2,000 Targeted Allocation  Emergency preparedness and campus safety planning - materials, etc.

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

\* For school safety, we have had issues retaining noon duty supervisors which was the impetus for contracting with Allera Sports during lunch. We have had a substantial reduction in lunchtime injuries thanks to Allera Sports' management of games at lunch. We also have hired a Campus Supervisor that is district funded who helps with student safety and engagement at lunch and throughout the day.

\* 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 as a yearlong program.

\* We supported several after school clubs and activities with SPSA money (i.e. Math Club, Lego Robotics Club, Art Club and Science Club).



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.

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 after school clubs and additional LMA hours to accommodate potential increases on the salary schedule.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

**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.**

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 increase these student's proficiency in reading and math as measured by the CAASPP, ELPAC, and iReady. We want to support our struggling students with their academic, behavioral and social-emotional needs.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

### Identified Need

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

1. In 2022-2023, our English Learners student's CAASPP scores remained relatively consistent in English, but had a decline of 8.4 points in Math. These students are below standard by 37 points in English and 86 points in Math.

\* 2022-2023 CAASPP ELA test scores in other sub groups show slight improvement.

\*\* Our Hispanic students increased their scores by 5.9 points and are only 31.3 points below standard.

\*\* Our Socioeconomically Disadvantaged students' scores increased 3.9 points, and they are 30.1 points below standard.

\*\* Alternatively, our White and Asian students are 80.3 and 84 points above standard.

\* Peterson student's 2022-2023 CAASPP Math test scores overall increased 6.4 points, and overall our students are scoring 17 points above standard. With the exception of English Learners, all other subgroups realized increases in math scores, but Students with Disabilities, Hispanic, Socioeconomically Disadvantaged students are still scoring below standard (128, 91, 78 points respectively).

2. According to our ELPAC scores, our ELL students' areas of highest concern continue to be the Reading and Writing Domains. This is consistent with past year scores for Peterson students.

\* Since 2020-2021, we have had a 34% reduction in the number of students taking the ELPAC (from 147 to 108). However, in all domains, the percentage of students scoring at the "Level 1" or "Beginning" has increased over the last three years.

\*\* According to the 2020-2021 ELPAC results, 44% of students scored at "Beginning" for Reading. By contrast, in 2022-2023, 69% scored "Beginning".

\*\* Our ELL students' Writing Domain has also decreased. In 2020-2021 10% scored at the Beginning Level, but in 2022-2023, 20% of our ELL students scored "Beginning."

\*\* 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.

\*\* The new SCUSD EL Master Plan increased the number of designated ELD classes from 2 to 6 in 2022-2023. Some of the 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.

\*\* We saw a decrease in Chronic Absenteeism of our Hispanic students by 5.4% which could be attributed to our Hispanic ELs feeling more supported and engaged due to designated daily language acquisition support.

3. Special needs students/students with disabilities saw a 24.7 point decline in their CAASPP English Language Arts scores in 2023, and are 92.3 points below standard. These students realized a 5.3 increase in their CAASPP Math score, but are still 128.7 points below standard.

4. We will be using SPSA funds to allow for more professional development and collaboration time for teachers working with our struggling readers.

5. 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.

6. 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.

7. Targeted 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.

\* 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.

8. SAGE (Self-Awareness, Growth, and Empowerment formerly Middle School Matters) is a Tier 2 intervention program for 7th grade students with 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 SAGE. A certificated Math and certificated English teacher will teach each of these sections.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SCUSD 2022-2023 Latino/a/x Baseline: 35% Meet or Exceed Standards SCUSD Three Year Goal: 60% Meet or Exceed Standards 25 point increase over three years	Peterson Hispanic/Latino meet or exceed 5%	Increase 5 points to 10%
SCUSD 2022-2023 Latino/a/x Baseline: 20% Meet or Exceed Standards SCUSD Three Year Goal: 50% Meet or Exceed Standards 30 point increase over three years (10 points per year)	Peterson Hispanic/Latino meet or exceed Math 9.6%	Increase 10 points to 19.6%

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Improvement of Instruction with supplemental, books, materials and supplies <ul style="list-style-type: none"> <li>Technology &amp; Subscriptions (i.e. ACTION Magazine, SuperScience)</li> <li>Intervention supplies / equipment (audiobooks, leveled reading resources, headphones, etc.), maintenance</li> <li>SAGE Class Support (books, materials, perishables, etc.)</li> </ul>	Struggling, Special Education, English Language Learners	2,000.00 Targeted Allocation  Intervention program support books and materials, supplies / equipment, maintenance, technology & subscriptions 500.00 Targeted Allocation  SAGE Class Support (books, materials, perishables, etc.)
1.2	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. <ul style="list-style-type: none"> <li>Professional Development and collaboration (release time/hourly pay) to improve instruction for struggling students (instructional planning and strategy implementation- subs, hourly time cards, perishables)</li> </ul>	Struggling, Special Education, English Language Learners	11,000.00 Targeted Allocation  Professional Development

1.3	CAASPP, ELPAC Testing Support <ul style="list-style-type: none"> <li>• Certificated teachers are required to proctor the ELPAC test; this covers the cost of subs or hiring proctors</li> <li>• Materials</li> </ul>	Struggling, Special Education, English Language Learners	7,000.00 Targeted Allocation  CAASPP, ELPAC testing support (subs, materials)
1.4	Involvement of Staff, Parents, and Community <ul style="list-style-type: none"> <li>• Provide Translation Services for academic, parent meetings, PTSA, and other school events.</li> <li>• Additional instructional support for ELL students (timecard)</li> <li>• Redesignation / reclassification support (materials, perishables)</li> </ul>	Struggling, Special Education, English Language Learners	1,000.00 Targeted Allocation  Translation Services 1,689.00 Targeted Allocation  Redesignation / reclassification support (materials, perishables)
1.5			

# Annual Review

## SPSA Year Reviewed: 2023-24

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

### Analysis

Describe the overall implementation and 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.

We used Translation services for slides, the Student Handbook, and meetings.

There were two celebrations of ELL students who achieved a high level of improvement in their iReady scores. We purchased medals for our Reclassified students.

ELAC meetings were well attended in person this year.

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

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.

We would like to increase acknowledgement and recognition of our targeted student achievement improvement.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$150,689.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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	\$130,179.00
Targeted Carryover	\$20,510.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$150,689.00

Total of federal, state, and/or local funds for this school: \$150,689.00

# 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	6,557.00
Targeted Carryover	19,364	-1,146.00

## Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	130,179.00
Targeted Carryover	20,510.00

## Expenditures by Budget Reference

Budget Reference	Amount
	6,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Targeted Allocation	130,179.00
	Targeted Carryover	20,510.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,500.00
Goal 2	86,000.00
Goal 3	23,189.00

# 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
- 2 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Chandra Henry	Principal
Angela Kretsch	Other School Staff
Rachel Hilario Pigg	Classroom Teacher
Tony Gianotti	Classroom Teacher
Lisa Freitas	Other School Staff
Linda Pfeifer	Other School Staff
Elizabeth Smith	Parent or Community Member
Kristianne Gradwohl	Parent or Community Member
Juhi Bansal	Parent or Community Member
Chloe Jang	Secondary Student
Aiden Vo	Secondary Student
Jimmy Zhu	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**

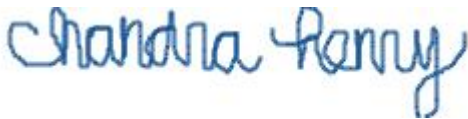
**Committee or Advisory Group Name**

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 9, 2024.

Attested:



Principal, Chandra Henry on April 9, 2024



SSC Chairperson, Kristianne Gradwohl on April 9, 2024