

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 22, 2025	June 12, 2025

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

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

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

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

This plan is being used by 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.

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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.

Peterson Middle School's Single Plan for Student Achievement (SPSA) reflects our ongoing commitment to providing an equitable, rigorous, and supportive educational experience for all students. Grounded in our Multi-Tiered System of Supports (MTSS), this plan outlines targeted actions aligned with the Every Student Succeeds Act (ESSA) requirements, the goals of the Santa Clara Unified School District's Local Control and Accountability Plan (LCAP), strategic plan, and the identified needs of our student population.

Our SPSA integrates academic, behavioral, and social-emotional supports to meet the diverse needs of our learners, with particular attention to English Learners, students with disabilities, and socioeconomically disadvantaged students. Data from CAASPP, i-Ready, ELPAC, school climate surveys, and stakeholder feedback have informed our site goals, which emphasize growth in reading comprehension, inclusive instructional practices, school connectedness, and family engagement.

To address these goals, Peterson will move in the direction to implement evidence-based strategies including differentiated Tier 1 instruction grounded in Universal Design for Learning (UDL), continued staff collaboration through Professional Learning Communities (PLCs), targeted interventions for at-risk students, and culturally responsive family outreach initiatives.

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 (March 12) staff meetings, the California Healthy Kids Survey/Staff, 2025 Relational Development Survey (received in February 2025)

Parents & Community: We receive regular feedback from parent representatives on the School Site Council and Peterson PTSA (March 6).

Students: Students are surveyed through the SEL and California Healthy Kids surveys (SEL administered in 2023, CHKS administered in 2024). Peterson also discussed SPSA information and goals and received feedback at the morning principal's parent meeting (April 4). Teachers and classified staff were also provided the opportunity to provide school feedback to drive the SPSA goals and priorities (April 2025).

Peterson Middle School is committed to meaningful and ongoing collaboration with our educational partners to inform and guide the development of the Single Plan for Student Achievement (SPSA). Our decision-making process reflects input from a wide range of stakeholders, including teachers, classified staff, students, families, site leadership, and district representatives.

Parent and Family Engagement:

Families provided input through multiple forums, including our Coffee with the Principal event (First Friday of the month) and PTSA meetings (Monthly on Thursday evenings). These gatherings provided an opportunity for open dialogue around school priorities, student supports, academic expectations, and school climate. Specific feedback around student wellness, academic challenge, and family communication helped shape our SPSA goals and actions.

School Site Council (SSC):

The School Site Council played a central role in the development and approval of the SPSA (Meet the second Tuesday of every month). SSC members—including elected parents, teachers, students, and classified representatives—reviewed school data, monitored progress toward previous SPSA goals, and provided recommendations during multiple meetings held throughout the school year. The SSC formally reviewed and approved the final draft of the SPSA on April 22, 2025, ensuring alignment with federal and state requirements.

English Learner Advisory Committee (ELAC):

Our ELAC meets regularly throughout the year to discuss our underserved population's needs, supports, and resources. Meetings held on 9/19/24, 11/21/24, 2/27/25, and 5/1/25 (foreseen) provide opportunities to provide and receive feedback from this committee. Peterson posts information about our ELAC on our webpage.

Staff Collaboration:

Teachers and support staff contributed to SPSA development through structured collaboration within Professional Learning Communities (PLCs) and during Staff Leadership Team (SLT). Staff input was collected during Wednesday early-release collaboration sessions and reflected feedback on instructional strategies, Tier 1 supports, and student intervention practices. Feedback was also gathered during the fall and spring review of school-wide data trends, focusing on CAASPP, i-Ready, behavior referrals, and attendance.

Student Voice:

Student feedback was gathered through our Expect Respect student advisory group, civic engagement projects, and informal focus group discussions with site administrators. Their perspectives on school culture, safety, inclusivity, and academic motivation played a critical role in shaping the school climate and student engagement goals embedded in the SPSA.

District Support and Guidance:

District leadership—including representatives from Educational Services and School Support—provided guidance to ensure that Peterson's SPSA aligns with the SCUSD LCAP goals and ESSA requirements.

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.

ELA - LTEL, Hispanic and low SES are two or more levels below the "all student" performance.

Math - LTEL, Low SES, hispanic, and SWD sub groups are either in the "red" performance category and/or are two or more levels below the "all student" performance.

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 green band. Our Students with Disabilities, English Learners, Long-Term English Learners, Hispanic, and Socioeconomically Disadvantaged students (Orange) are two or more performance levels below all student performance. No student group fell in the red band.

In Math, overall Peterson students are in the green band. Our Long-Term English Learners, Socioeconomically Disadvantaged and Hispanic sub-groups (Red), and Students with Disabilities (orange) are two or more performance levels below All Student Performance.

Other Needs

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

Identify needs of our EL and students both in-class interventions and more intensive tier 2 interventions. Provide collaboration time for EL staff to develop systems and supports in the EL program and for our EL students.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.63%	0.55%	0.67%	5	4	5
African American	1.27%	1.37%	1.35%	10	10	10
Asian	42.46%	42.52%	42.65%	335	310	316
Filipino	2.92%	3.02%	3.24%	23	22	24
Hispanic/Latino	24.71%	26.2%	27.40%	195	191	203
Pacific Islander	0.25%	0.14%	0.13%	2	1	1
White	21.42%	20.71%	18.89%	169	151	140
Multiple/No Response	5.45%	4.66%	4.59%	43	34	34
Total Enrollment				789	729	741

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	260	232	266
Grade 7	259	241	245
Grade 8	270	256	230
Total Enrollment	789	729	741

Conclusions based on this data:

- Peterson student population has dropped 6% 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.
- the percentage of English Learners has increased slightly from the previous year, and the school has observed greater diversity in home languages and varying academic readiness levels among incoming students.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	149	104	136	18.50%	18.9%	18.4%
Fluent English Proficient (FEP)	286	310	318	37.90%	36.2%	42.9%
Reclassified Fluent English Proficient (RFEP)	190	215	210	6.8%	24.1%	28.3%

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. The number of EL students in our student population has increased from the last school year. Connecting this data with our ELA and Math Student dashboard, 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. Another area of focus is to utilize the MTSS framework to identify students needing tier 2 and 3 support.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	256	243	270	247	228	253	247	228	253	96.5	93.8	93.7
Grade 7	260	234	243	253	226	234	253	226	234	97.3	96.6	96.3
Grade 8	270	262	226	263	246	215	262	246	215	97.4	93.9	95.1
All Grades	786	739	739	763	700	702	762	700	702	97.1	94.7	95

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2567.	2584.	2565.	38.46	39.04	37.94	27.94	32.02	26.88	17.41	15.79	17.39	16.19	13.16	17.79
Grade 7	2600.	2587.	2592.	33.99	31.86	32.05	38.74	34.96	35.47	14.62	17.70	15.38	12.65	15.49	17.09
Grade 8	2614.	2613.	2610.	34.35	30.49	38.14	28.63	43.09	29.77	23.66	14.23	14.88	13.36	12.20	17.21
All Grades	N/A	N/A	N/A	35.56	33.71	36.04	31.76	36.86	30.63	18.64	15.86	15.95	14.04	13.57	17.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	34.01	36.40	34.13	48.18	47.37	47.62	17.81	16.23	18.25
Grade 7	30.16	24.78	33.76	60.71	60.62	54.27	9.13	14.60	11.97
Grade 8	34.35	31.30	32.09	53.05	55.69	47.91	12.60	13.01	20.00
All Grades	32.85	30.86	33.38	54.01	54.57	49.93	13.14	14.57	16.69

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	35.63	41.23	29.88	46.56	43.86	49.40	17.81	14.91	20.72
Grade 7	42.63	39.82	41.88	41.04	43.36	38.89	16.33	16.81	19.23
Grade 8	38.17	39.02	40.93	43.89	49.19	41.40	17.94	11.79	17.67
All Grades	38.82	40.00	37.29	43.82	45.57	43.43	17.37	14.43	19.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	17.41	25.44	21.03	74.49	68.42	69.05	8.10	6.14	9.92
Grade 7	16.67	21.24	19.23	76.59	68.14	71.79	6.75	10.62	8.97
Grade 8	22.52	21.54	22.79	69.08	69.92	65.58	8.40	8.54	11.63
All Grades	18.92	22.71	20.97	73.32	68.86	68.90	7.75	8.43	10.13

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	29.55	31.58	31.75	59.51	59.65	56.35	10.93	8.77	11.90
Grade 7	30.95	26.99	33.76	59.92	61.50	55.56	9.13	11.50	10.68
Grade 8	32.06	32.93	40.47	60.31	57.72	49.30	7.63	9.35	10.23
All Grades	30.88	30.57	35.09	59.92	59.57	53.92	9.20	9.86	10.98

Conclusions based on this data:

1. Our 2023-24 data shows a leveling out or a small decrease in CAASPP scores across the board. The continuing trend is our EL, SPED and Latino students falling on the lower side of the skills gap. This suggests that the SCUSD focus on ELD 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	256	243	270	246	236	263	246	235	262	96.1	97.1	97.4
Grade 7	261	233	243	249	231	240	248	231	240	95.4	99.1	98.8
Grade 8	270	263	226	262	249	224	262	249	224	97.0	94.7	99.1
All Grades	787	739	739	757	716	727	756	715	726	96.2	96.9	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2565.	2569.	2562.	42.68	40.85	43.13	17.48	20.00	14.89	17.89	18.30	17.18	21.95	20.85	24.81
Grade 7	2582.	2583.	2584.	36.69	35.93	43.33	24.19	20.78	12.50	19.35	21.65	20.83	19.76	21.65	23.33
Grade 8	2577.	2586.	2582.	30.53	30.92	37.05	15.27	20.88	16.07	23.66	22.49	14.29	30.53	25.70	32.59
All Grades	N/A	N/A	N/A	36.51	35.80	41.32	18.92	20.56	14.46	20.37	20.84	17.49	24.21	22.80	26.72

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	30.49	25.96	33.59	49.59	54.47	44.66	19.92	19.57	21.76
Grade 7	29.84	29.87	34.17	54.03	53.25	48.33	16.13	16.88	17.50
Grade 8	29.39	30.52	31.70	47.33	50.60	43.75	23.28	18.88	24.55
All Grades	29.89	28.81	33.20	50.26	52.73	45.59	19.84	18.46	21.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	34.55	36.60	34.35	49.59	49.79	47.33	15.85	13.62	18.32
Grade 7	28.23	37.66	35.00	57.26	48.92	48.75	14.52	13.42	16.25
Grade 8	25.19	30.92	30.36	54.20	52.21	50.45	20.61	16.87	19.20
All Grades	29.23	34.97	33.33	53.70	50.35	48.76	17.06	14.69	17.91

Conclusions based on this data:

- Problem Solving & Modeling (2023–24):

33.2% Above Standard — up from 28.81% the prior year

21.2% Below Standard — increased slightly from last year

Communicating Reasoning (2023–24):

33.33% Above Standard, a small dip from 2022–23 (34.97%)

17.91% Below Standard, a slight increase
- A sizable percentage of students still fall in the “Standard Nearly Met” and “Standard Not Met” categories:

Nearly 44% of students did not meet the standard in 2023–24
- While performance is still above standard, there was a decline of 3.3 points from the previous year.

This suggests a need to monitor trends to ensure this isn’t the start of a downward shift.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1519.6	1520.8	1527.8	1526.1	1524.8	1536.6	1512.8	1516.4	1518.4	39	41	58
7	1569.4	1539.3	1533.0	1584.6	1554.9	1547.4	1553.9	1523.1	1518.1	32	36	44
8	1550.3	1517.6	1512.5	1557.1	1524.9	1508.4	1543.2	1510.0	1516.2	41	31	37
All Grades										112	108	139

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	12.82	17.07	32.76	38.46	26.83	22.41	30.77	39.02	22.41	17.95	17.07	22.41	39	41	58
7	43.75	19.44	22.73	18.75	33.33	34.09	28.13	25.00	20.45	9.38	22.22	22.73	32	36	44
8	15.00	19.35	16.22	55.00	16.13	27.03	22.50	19.35	16.22	7.50	45.16	40.54	40	31	37
All Grades	22.52	18.52	25.18	38.74	25.93	27.34	27.03	28.70	20.14	11.71	26.85	27.34	111	108	139

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	41.03	41.46	51.72	38.46	29.27	15.52	12.82	17.07	17.24	7.69	12.20	15.52	39	41	58
7	50.00	50.00	52.27	34.38	27.78	18.18	9.38	8.33	13.64	6.25	13.89	15.91	32	36	44
8	42.50	35.48	29.73	40.00	12.90	21.62	10.00	6.45	18.92	7.50	45.16	29.73	40	31	37
All Grades	44.14	42.59	46.04	37.84	24.07	17.99	10.81	11.11	16.55	7.21	22.22	19.42	111	108	139

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	0.00	9.76	5.17	20.51	12.20	25.86	48.72	39.02	34.48	30.77	39.02	34.48	39	41	58
7	25.00	8.33	9.09	15.63	13.89	9.09	37.50	41.67	40.91	21.88	36.11	40.91	32	36	44
8	2.50	3.23	8.11	27.50	22.58	13.51	52.50	22.58	27.03	17.50	51.61	51.35	40	31	37
All Grades	8.11	7.41	7.19	21.62	15.74	17.27	46.85	35.19	34.53	23.42	41.67	41.01	111	108	139

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	12.82	21.95	29.31	76.92	68.29	43.10	10.26	9.76	27.59	39	41	58
7	31.25	13.89	15.91	50.00	66.67	59.09	18.75	19.44	25.00	32	36	44
8	5.00	25.81	10.81	82.50	32.26	54.05	12.50	41.94	35.14	40	31	37
All Grades	15.32	20.37	20.14	71.17	57.41	51.08	13.51	22.22	28.78	111	108	139

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	64.10	56.10	62.07	30.77	31.71	22.41	5.13	12.20	15.52	39	41	58
7	75.00	75.00	65.91	21.88	13.89	22.73	3.13	11.11	11.36	32	36	44
8	75.00	45.16	48.65	20.00	12.90	21.62	5.00	41.94	29.73	40	31	37
All Grades	71.17	59.26	59.71	24.32	20.37	22.30	4.50	20.37	17.99	111	108	139

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	0.00	9.76	8.62	33.33	17.07	29.31	66.67	73.17	62.07	39	41	58
7	25.00	8.33	6.82	31.25	25.00	20.45	43.75	66.67	72.73	32	36	44
8	12.50	6.45	10.81	42.50	25.81	21.62	45.00	67.74	67.57	40	31	37
All Grades	11.71	8.33	8.63	36.04	22.22	24.46	52.25	69.44	66.91	111	108	139

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	7.69	21.95	25.86	87.18	68.29	56.90	5.13	9.76	17.24	39	41	58
7	12.50	22.22	11.36	81.25	61.11	72.73	6.25	16.67	15.91	32	36	44
8	2.50	9.68	8.11	92.50	51.61	64.86	5.00	38.71	27.03	40	31	37
All Grades	7.21	18.52	16.55	87.39	61.11	64.03	5.41	20.37	19.42	111	108	139

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, ELPAC-tested enrollment grew from 108 students in 2022–23 to 139 in 2023–24, a 28% increase.
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. From 2022–23 to 2023–24, the percentage of students scoring at Level 4 (Well Developed) increased from 18.5% to 25.2%, showing promising growth.

However, over 27% of students remain at Level 1, with the percentage of students in Levels 1 and 2 still exceeding 47% overall.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
741	25.9%	18.4%	0.0%
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	136	18.4%
Foster Youth	0	0.0%
Homeless	3	0.4%
Socioeconomically Disadvantaged	192	25.9%
Students with Disabilities	100	13.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.3%
American Indian	5	0.7%
Asian	316	42.6%
Filipino	24	3.2%
Hispanic	203	27.4%
Two or More Races	34	4.6%
Pacific Islander	1	0.1%
White	140	18.9%

Conclusions based on this data:

- Peterson's demographics have not changed significantly over the last three years.

2. Peterson's EL population as a percentage of total students has seen a 4.1% increase from the previous year.

School and Student Performance Data

Overall Performance

The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Green		
English Learner Progress  Blue		

Conclusions based on this data:

1. We are seeing overall progress with our EL population.
2. Our chronic absenteeism and suspension rates have declined for two consecutive years. We will continue to grow our restorative practices and proactive solutions.

School and Student Performance Data

Academic Performance English Language Arts

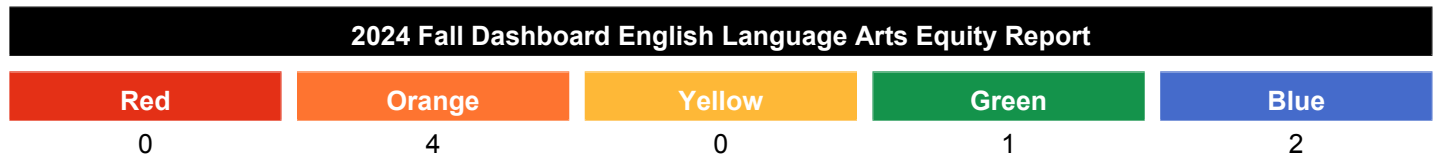
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 41.7 points above standard Declined 7.0 points 691 Students	English Learners  Orange 46.8 points below standard Declined 9.5 points 205 Students	Long-Term English Learners  Orange 118.9 points below standard Increased 16.0 points 44 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Orange 54.4 points below standard Declined 24.4 points 181 Students

Students with Disabilities  Orange 77.1 points below standard Increased 15.1 points 93 Students	African American  No Performance Color Less than 11 Students 9 Students	American Indian  No Performance Color Less than 11 Students 4 Students
Asian  Blue 82.4 points above standard Maintained 1.6 points 296 Students	Filipino  No Performance Color 33.2 points above standard Declined 11.3 points 24 Students	Hispanic  Orange 50.5 points below standard Declined 19.3 points 183 Students
Two or More Races  Blue 80.2 points above standard Increased 24.2 points 35 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 73.6 points above standard Declined 6.7 points 132 Students

Conclusions based on this data:

1. There is a small decline of 7 points in Peterson's overall performance but remains satisfactory, but areas of concern are with our Hispanic, Students with Disabilities and current EL students.
2. Sub-groups in orange- Hispanic, Socioeconomically disadvantaged, and our EL Students continue to be an area of concern.
3. Students with disabilities increased there score by 15.1, but is 77.1 points below standard - This remains an area of concern. LTEL students, even though they had a 16 point increase from last year, this group is 118.9 point below standard.

School and Student Performance Data

Academic Performance Mathematics

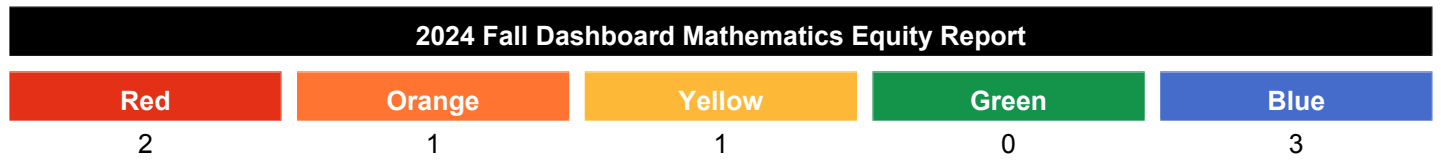
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 13.9 points above standard Declined 3.3 points 704 Students	English Learners  Yellow 80.4 points below standard Increased 6.1 points 222 Students	Long-Term English Learners  Red 173.5 points below standard Maintained 0.7 points 45 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Red 103.0 points below standard Declined 24.7 points 189 Students

Students with Disabilities  Orange 117.1 points below standard Increased 11.6 points 91 Students	African American  No Performance Color Less than 11 Students 9 Students	American Indian  No Performance Color Less than 11 Students 5 Students
Asian  Blue 73.5 points above standard Maintained 1.4 points 303 Students	Filipino  No Performance Color 15.4 points below standard Declined 13.4 points 24 Students	Hispanic  Red 99.2 points below standard Declined 8.0 points 190 Students
Two or More Races  Blue 60.1 points above standard Increased 29.5 points 35 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Blue 42.4 points above standard Increased 8.2 points 130 Students

Conclusions based on this data:

1. While we are overall performing satisfactorily in Math, subgroups are falling behind.
2. We need to continue to focus on our Hispanic, Socioeconomically Disadvantaged, and English Learner students.
3. Similar to ELA, students with disabilities have shown gains (increased 11.6 points), but should also continue to be a focus. LTEL students maintained their levels from last year, but is 173.5 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 Green
70.3% making progress.	61% making progress.
Number Students: 111 Students	Number Students: 41 Students

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.

2024 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%	20.7%	2.7%	67.6%

Conclusions based on this data:

- While we are pleased with the increased number of ELs and LTELs who maintained or progressed in their ELPI performance measure, there is still room for growth to help the 9% of our students who need to make progress towards English Language proficiency.
- The 70.3% of our EL students making progress is something to celebrate and continue and identify classroom and tiered strategies that are working.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Green

7% Chronically Absent

Declined 1.1

766 Students

English Learners



Yellow

14.9% Chronically Absent

Declined 3.1

154 Students

Long-Term English Learners



Yellow

16.3% Chronically Absent

Declined 7.6

49 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

7 Students

Socioeconomically Disadvantaged



Yellow

12.5% Chronically Absent

Declined 1.7

216 Students

Students with Disabilities  Yellow 16% Chronically Absent Declined 3.8 106 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Asian  Blue 1.2% Chronically Absent Declined 2.8 324 Students	Filipino  No Performance Color 4.2% Chronically Absent Maintained 0.4 24 Students	Hispanic  Yellow 17.3% Chronically Absent Declined 0.5 220 Students
Two or More Races  Yellow 4.7% Chronically Absent Increased 2.2 43 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Green 5% Chronically Absent Declined 0.8 139 Students

Conclusions based on this data:

1. We have moved all measured subgroups out of the red and orange performance level.
2. Overall, There has been improvement in Peterson's targeted subgroups - Hispanic and Socioeconomically Disadvantaged. We will continue the work on tier 2 strategies in this area.

School and Student Performance Data

Conditions & Climate Suspension Rate

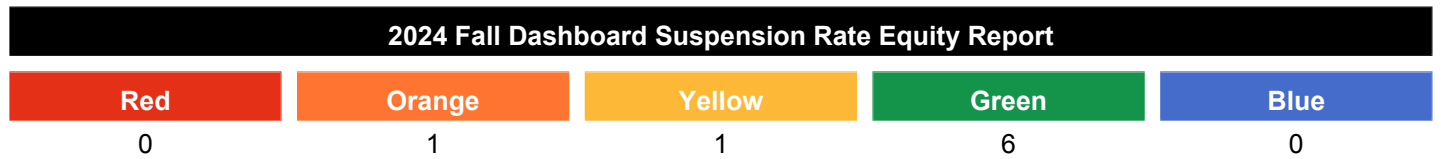
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 2.4% suspended at least one day Declined 0.3% 778 Students	English Learners  Green 5.6% suspended at least one day Declined 1% 162 Students	Long-Term English Learners  Green 4.1% suspended at least one day Declined 6.6% 49 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Socioeconomically Disadvantaged  Green 4.5% suspended at least one day Declined 2.7% 223 Students

Students with Disabilities  Green 4.7% suspended at least one day Declined 3.6% 106 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Asian  Green 0.6% suspended at least one day Maintained 0% 330 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 24 Students	Hispanic  Green 4.9% suspended at least one day Declined 2.9% 225 Students
Two or More Races  Yellow 2.3% suspended at least one day Maintained 0.1% 43 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 2.9% suspended at least one day Increased 2.2% 140 Students

Conclusions based on this data:

1. Peterson celebrates the work done to decrease or maintain suspension rates in all targeted subgroups.
2. 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.

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. Over the last 3 years, student test scores on the CAASPP have remained steady and saw a small drop from 2023 to 2024 (ELA 70.7 to 66.7 and Math 56.3 to 55.7) 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 2023-2024 data, 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.
 - * 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.
 - ** 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 and Tier 2 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 are currently working with Project Cornerstone to address Tier 1 SEL for all students.
 - ** 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 2023-2024 ELA Overall Baseline: 64% Meet or Exceed Standards SCUSD Three Year Goal: 75% Meet or Exceed Standards 11 point increase over two years (approx. 5 points per year)	Peterson CAASPP ELA meet or exceed 66.7% overall 2023-2024	Increase meet or exceed by 9 points to 75%
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 55.7% 2023-2024	Increase meet or exceed by 10 points to 65%

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). - 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	All Students	9,000 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. - 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	All Students	1,000 Targeted Allocation Manipulatives, hands on materials, lab materials 11,000 Targeted Allocation Library Books and Materials, librarian professional development 10,000 Targeted Allocation Technology: Software, Hardware, E-books, Subscriptions 7,500 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. Parent education meeting materials, perishables.	All students	500 Targeted Allocation Parent communication, education meeting materials, perishables
1.4	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	All students	1,000 Targeted Allocation Incentives to support and reinforce Positive Behavior Interventions

Annual Review

SPSA Year Reviewed: 2024-25

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

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 (Developmental relationship 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% and also declined .3% from 2023-2024. Chronic Absenteeism declined from 21-22 to 22-23 by 1.6% and also declined 1.1% from 2023-2024.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
2. 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.

SCSUD will adopt a restricted cell phone use policy school and district-wide to improve the overall climate at Peterson.

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
Suspension Rates per the California Dashboard SCUSD focus is the Latino/a/x	Suspension rate for Peterson Hispanic/Latino students is 7.8%. For the 2023-2024 school year, the percent was 4.9 which is a 2.7% decrease.	Reduce by .9% to 4% for Hispanic/Latino students
Chronic Absenteeism per the California Dashboard SCUSD focus is the Latino/a/x	Chronic Absenteeism for Peterson Hispanic/Latino students is 17.8%. For the 2023-2024 school year, the percent was 17.3 which is a .5% decrease.	Reduce by .8% to 16.5% 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 Targeted Allocation Extracurricular activities 23,490 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. Extend LMA hours	All students	11,880 Targeted Allocation Extend LMA hours (salary & benefits) 4,017 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 - Pirate Kick-Off / WEB (Where Everybody Belongs) - WEB training - for teacher - Monthly 6th Grade WEB Connection activities (activities, materials, perishables)	All students	2,000 Targeted Allocation Transition to middle school (WEB, Pirate Kickoff, subs 1,000 Targeted Allocation Middle school transition to high school

	• 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		
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 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	22,000 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: 2024-25

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

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. The library has been the hub for student resources and cultural literacy. Our library will be adding events such as teen read week, college and career week, and promote cultural literacy in the areas of reading, writing, speaking and listening. LMA extension of hours has been successful in student engagement and supervision. This has been a request by students and parents for a place where students can stay engaged in school after hours. Our SAGE, AVID, grade level, and students needing tier 2 support will benefit from the school's academic, SEL, and behavioral needs by participating in activities such as field trips, speakers, and performances that enhance the classroom experience.

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 underperforming 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, with a focus on our underperforming 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 with a focus on our underperforming students, will demonstrate progress in elements of the SCUSD Vision 2035 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.

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 underperforming 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 underperforming 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 - Technology & Subscriptions (i.e. ACTION Magazine, SuperScience) - Intervention supplies / equipment (audiobooks, leveled reading resources, headphones, etc.), maintenance - SAGE Class Support (books, materials, perishables, etc.)	Underperforming, Special Education, English Language Learners	2,000 Targeted Allocation Intervention program support books and materials, supplies / equipment, maintenance, technology & subscriptions 500 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 underperforming 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 underperforming students (instructional planning and strategy implementation- subs, hourly time cards, perishables)	Underperforming, Special Education, English Language Learners	5,000 Targeted Allocation Professional Development
1.3	CAASPP, ELPAC Testing Support - Certificated teachers are required to proctor the ELPAC test; this covers the cost of subs or hiring proctors - Materials	Underperforming, Special Education, English Language Learners	6,000 Targeted Allocation CAASPP, ELPAC testing support (subs, materials)
1.4	Involvement of Staff, Parents, and Community	Underperforming, Special Education, English Language Learners	1,000 Targeted Allocation Translation Services

	• Provide Translation Services for academic, parent meetings, PTSA, and other school events. • Additional instructional support for ELL students (timecard) • Redesignation / reclassification support (materials, perishables)		1,000 Targeted Allocation Redesignation / reclassification support (materials, perishables)
1.5	Inclusion and engagement - EL and students with disabilities socialize and participate in activities during school and after school (books, materials, perishables, etc.); increase parent engagement	Underperforming, Special Education, English Language Learners	6,000 Targeted Allocation Inclusion and Engagement

Annual Review

SPSA Year Reviewed: 2024-25

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

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 underperforming students in Goal 3.

We would like to create a co-teaching structure, with added ELL support, for underperforming 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	\$156,397.00
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	\$136,870.00
Targeted Carryover	\$19,527.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$156,397.00

Total of federal, state, and/or local funds for this school: \$156,397.00

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	136,870.00	0.00
Targeted Carryover	19,527.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	136,870.00
Targeted Carryover	19,527.00

Expenditures by Budget Reference

Budget Reference	Amount
	20,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Targeted Allocation	136,870.00
	Targeted Carryover	19,527.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	45,000.00
Goal 2	89,897.00
Goal 3	21,500.00

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
Rick Hayashi	Principal
Angela Kretsch	Other School Staff
Rachel Hilario Pigg	Classroom Teacher
Jonathan Dune	Classroom Teacher
Lisa Freitas	Other School Staff
Linda Pfeifer	Other School Staff
Elizabeth Smith	Parent or Community Member
Rohit Tirumala	Parent or Community Member
Kathleen McCune	Parent or Community Member
Ruhee Nigham	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

ANGELA

English Learner Advisory Committee

KRISTIA

Special Education Advisory Committee

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 22, 2025.

Attested:

Y. H.

Principal, Rick Hayashi on April 22, 2025

SSC Chairperson, Elizabeth (Lizzy) Smith on April 22, 2025