

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 21, 2026	June 11, 2026

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

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 thoughtful and inclusive input from a wide range of stakeholders, including teachers, classified staff, students, families, site leadership, and district representatives.

Staff: Input was provided through Peterson's Leadership Committee, including department leads, team leads, and classified representatives, on March 12, as well as through staff meetings, the California Healthy Kids Survey with staff results received in February 2026, and the 2025 Relational Development Survey received in February 2025. These multiple measures ensured that staff voice was consistently elevated and reflected in SPSA development.

School Site Council (SSC):

The School Site Council played a central and integral role in the development and approval of the SPSA, meeting on the second Tuesday of each month. SSC members, including elected parents, teachers, students, and classified representatives, engaged in a comprehensive review of school data, monitored progress toward previous SPSA goals, and provided targeted recommendations. This work occurred specifically on February 10, 2026, and March 10, 2026, as well as during ongoing monthly SSC meetings throughout the school year. The SSC formally reviewed and approved the final draft of the SPSA on April 21, 2026, ensuring alignment with all federal and state requirements.

Parents and Community:

The school receives consistent and meaningful feedback from parent representatives through the School Site Council and Peterson PTSA meetings on November 18, 2025 and February 10, 2026. These partnerships strengthen alignment between school priorities and community expectations.

Students:

Students are surveyed through the California Healthy Kids Survey administered in February 2026. In addition, SPSA information and goals were shared and discussed during the Principal's Coffee meeting in December 2025, providing another avenue for feedback. Teachers and classified staff were also provided opportunities to contribute input to inform SPSA goals and priorities in April 2026.

Parent and Family Engagement:

Families contributed input through multiple forums, including Coffee with the Principal events held on the first Friday of each month and monthly PTSA meetings. These structures created consistent opportunities for open dialogue regarding school priorities, student supports, academic expectations, and overall school climate. Specific feedback related to

student wellness, academic rigor, and family communication directly informed the development of SPSA goals and aligned actions.

English Learner Advisory Committee (ELAC):

The ELAC meets regularly throughout the year to address the needs, supports, and resources for our underserved student populations. These meetings provide structured opportunities to share information and gather meaningful feedback. Peterson ensures transparency and accessibility by posting ELAC information on the school website. SPSA feedback opportunities were offered on February 24th, 2026, at our third ELAC meeting.

Staff Collaboration:

Teachers and support staff contributed to SPSA development through structured collaboration within Professional Learning Communities and the Staff Leadership Team. Input was gathered during Wednesday early release collaboration sessions and reflected staff expertise in instructional strategies, Tier 1 supports, and targeted intervention practices. Additional feedback was collected through fall and spring data reviews, with a focus on CAASPP performance, i Ready diagnostic data, behavior referrals, and attendance trends.

Student Voice:

Student perspectives were intentionally elevated through the Expect Respect student advisory group, civic engagement projects, and informal focus group discussions with site administrators. Their insights related to school culture, safety, inclusivity, and academic motivation played a critical role in shaping SPSA goals focused on school climate and student engagement.

District Support and Guidance:

District leadership, including representatives from Educational Services and School Support, provided ongoing guidance to ensure that Peterson's SPSA aligns with Santa Clara Unified School District LCAP goals and Every Student Succeeds Act requirements.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Peterson Middle School is not an ATSI/TSI/CSI School. This section is not applicable at this time.

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, SWD, EL, Hispanic and LI students are two or more levels below the "all student" performance (Green).

Math - SWD, Hispanic, EL, LTEL, and LI student groups are either in the "Red" or "Orange" performance category AND are two or more levels below the "all student" performance (Green).

Suspension Rate (Orange):

Groups in Red: LTEL

Groups in Orange: EL, Hispanic, LI, SWD

Groups in Yellow: Asian, Two or more races

Groups in Green: White

Groups in Blue: none

Chronic Absenteeism Rate (Yellow)

Groups in Red: None

Groups in Orange: LTEL, LI, SWD, and White
Groups in Yellow: EL and Hispanic
Groups in Green: Asian
Groups in Blue: Two or more races

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 SWD student group (Red). Hispanic, LTEL, EL, and LI students (orange) are two or more performance levels below All Student Performance. To be noted: LTEL, EL, and LI students moved from red to orange.

Other Needs

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

In addition to Dashboard data, other needs have been identified through locally collected data and site-based analysis of student outcomes.

There is a clear need to intensify support for Long Term English Learners and Students with Disabilities, both of whom are performing over 100 points below standard. This indicates a need for strengthened Tier 1 instruction through differentiated, evidence-based strategies within the classroom, as well as expanded access to targeted Tier 2 interventions that are systematic, progress monitored, and responsive to student need.

Continued development of a cohesive English Learner program is essential. This includes providing dedicated collaboration time for English Learner staff to refine instructional practices, align designated and integrated supports, and build consistent systems that accelerate language development alongside grade-level content mastery.

To further support these efforts, the implementation and ongoing refinement of a Multi-Tiered System of Supports (MTSS) framework is a critical next step. The MTSS team will play a central role in analyzing academic, behavioral, and attendance data; identifying students in need of additional support; and coordinating interventions across tiers. This includes strengthening universal Tier 1 practices, ensuring equitable access to high-quality instruction, and aligning Tier 2 and Tier 3 supports with clearly defined entry and exit criteria.

Additional behavioral and social-emotional supports are also identified as a need, particularly in light of suspension and attendance trends among key student groups. Structured interventions such as lunch-based support groups, including a Lunch Bunch model focused on pro-social skill development, relationship building, and self-regulation, will provide targeted opportunities for students to build positive peer interactions and strengthen their connection to school.

Further needs include strengthening systems for monitoring chronic absenteeism through early identification and intervention, increasing family engagement and communication for targeted student groups, and continuing to build staff capacity around culturally responsive practices and inclusive Tier 1 instruction. Collectively, these efforts are designed to reduce performance gaps while maintaining and building upon the strong overall performance demonstrated by the All Student group.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.67%	0.66%	0.54%	5	5	4
African American	1.35%	1.05%	0.68%	10	8	5
Asian	42.65%	43.08%	42.47%	316	327	313
Filipino	3.24%	3.03%	2.44%	24	23	18
Hispanic/Latino	27.40%	30.17%	29.44%	203	229	217
Pacific Islander	0.13%	0.13%	0.14%	1	1	1
White	18.89%	16.21%	18.05%	140	123	133
Multiple/No Response	4.59%	4.48%	5.56%	34	34	41
Total Enrollment				741	759	737

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	266	253	254
Grade 7	245	257	235
Grade 8	230	249	248
Total Enrollment	741	759	737

Conclusions based on this data:

1. **DEMOGRAPHIC SHIFTS** - Peterson Middle School has experienced a notable demographic shift, with Hispanic/Latino student enrollment increasing from 26.2% to 30.17% over three years, while White student enrollment declined from 20.71% to 16.21%. This shift reflects a growing population of students who may benefit from targeted language development and culturally responsive instructional practices. The trend suggests an increased need to strengthen Tier 1 supports, particularly for English Learners and Long Term English Learners, to ensure equitable access to rigorous grade-level content and to proactively address the achievement gaps identified in ELA and Math performance data.
2. **ENROLLMENT AND TARGETED SYSTEMS NEED** - Overall enrollment has steadily increased from 729 to 759 students, with relatively balanced grade-level distribution across grades 6 through 8. While this stability supports consistent program implementation, the increasing diversity within the student population, particularly among historically underserved groups, highlights the need for a more responsive and systematized approach through MTSS. Specifically, aligning staffing, intervention structures, and student supports to meet the needs of a growing

and increasingly diverse student body will be critical to maintaining strong overall performance while reducing subgroup disparities in academic achievement, behavior, and attendance.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	136	134	120	14.3%	18.4%	16.3%
Fluent English Proficient (FEP)	318	335	319	42.5%	42.9%	43.3%
Reclassified Fluent English Proficient (RFEP)	210	234		29.4%	28.30%	

Conclusions based on this data:

1. Increasing the Reclassified Fluent English Proficient rate remains a critical area of focus and is closely aligned with Santa Clara Unified School District priorities. While the number of RFEP students has grown from 210 to 234, indicating positive movement, this trend suggests an opportunity to further strengthen systems that accelerate language acquisition and reclassification readiness. A more intentional focus on monitoring student progress toward reclassification criteria, including ELPAC performance, academic achievement, and teacher evaluation, will support timely and equitable reclassification. Strengthening designated and integrated English Language Development, along with clear progress monitoring systems, will ensure that students are not remaining in EL status longer than necessary.
2. Although the percentage of English Learners has slightly decreased from 18.4% to 17.7%, the overall number of EL students remains significant and continues to represent a substantial portion of the student population. When viewed alongside ELA and Math Dashboard performance, this data reinforces the need for sustained and targeted English Language Development across all content areas. The persistence of performance gaps indicates that language acquisition continues to be a primary barrier to full access to grade level content. This highlights the importance of consistent implementation of integrated ELD strategies within Tier 1 instruction, ensuring that English Learners are actively engaged in academic discourse, vocabulary development, and content-specific language use in every classroom.
3. At 17.7% of the student population, English Learners require a comprehensive and system-wide instructional response that prioritizes both access and engagement. Strengthening Tier 1 instruction through structured opportunities for speaking, listening, reading, and writing across all disciplines will be essential in supporting language development for all students. In addition, the use of a Multi-Tiered System of Supports framework will allow for more precise identification of students who require additional Tier 2 and Tier 3 interventions. This includes the development of targeted small group instruction, progress monitoring cycles, and coordinated support among general education teachers, English Learner specialists, and support staff. Expanding collaboration time for staff to analyze EL data, align instructional practices, and refine intervention strategies will further enhance the effectiveness of these supports.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	243	270	245	228	253	238	228	253	238	93.8	93.7	97.1
Grade 7	234	243	248	226	234	243	226	234	243	96.6	96.3	98
Grade 8	262	226	254	246	215	245	246	215	244	93.9	95.1	96.5
All Grades	739	739	747	700	702	726	700	702	725	94.7	95	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2584.	2565.	2574.	39.04	37.94	43.70	32.02	26.88	21.85	15.79	17.39	14.71	13.16	17.79	19.75
Grade 7	2587.	2592.	2590.	31.86	32.05	37.45	34.96	35.47	32.51	17.70	15.38	10.29	15.49	17.09	19.75
Grade 8	2613.	2610.	2605.	30.49	38.14	34.43	43.09	29.77	31.97	14.23	14.88	15.98	12.20	17.21	17.62
All Grades	N/A	N/A	N/A	33.71	36.04	38.48	36.86	30.63	28.83	15.86	15.95	13.66	13.57	17.38	19.03

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	36.40	34.13	33.61	47.37	47.62	47.06	16.23	18.25	19.33
Grade 7	24.78	33.76	31.69	60.62	54.27	50.62	14.60	11.97	17.70
Grade 8	31.30	32.09	30.33	55.69	47.91	52.46	13.01	20.00	17.21
All Grades	30.86	33.38	31.86	54.57	49.93	50.07	14.57	16.69	18.07

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	41.23	29.88	41.60	43.86	49.40	38.66	14.91	20.72	19.75
Grade 7	39.82	41.88	44.21	43.36	38.89	37.19	16.81	19.23	18.60
Grade 8	39.02	40.93	37.45	49.19	41.40	44.44	11.79	17.67	18.11
All Grades	40.00	37.29	41.08	45.57	43.43	40.11	14.43	19.29	18.81

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	25.44	21.03	21.85	68.42	69.05	67.23	6.14	9.92	10.92
Grade 7	21.24	19.23	22.22	68.14	71.79	65.43	10.62	8.97	12.35
Grade 8	21.54	22.79	22.95	69.92	65.58	66.39	8.54	11.63	10.66
All Grades	22.71	20.97	22.34	68.86	68.90	66.34	8.43	10.13	11.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	31.58	31.75	34.03	59.65	56.35	53.78	8.77	11.90	12.18
Grade 7	26.99	33.76	32.10	61.50	55.56	53.09	11.50	10.68	14.81
Grade 8	32.93	40.47	34.43	57.72	49.30	53.28	9.35	10.23	12.30
All Grades	30.57	35.09	33.52	59.57	53.92	53.38	9.86	10.98	13.10

Conclusions based on this data:

1. The 2024–2025 CAASPP data reflects a continued upward trend in overall student performance, particularly in the increasing percentage of students meeting or exceeding standards. However, persistent performance gaps remain for English Learners, Students with Disabilities, and Hispanic students, who continue to perform at disproportionately lower levels. A deeper analysis of claim-level data indicates that reading and writing remain the most significant areas of need, with a gradual increase in the percentage of students performing below standard across grade levels. This suggests that while core instruction is effective for many students, it is not yet consistently accelerating outcomes for all learners. Strengthening Tier 1 instruction through explicit literacy strategies, structured writing opportunities, and integrated English Language Development across all content areas will be essential to improving equitable access to grade-level standards.
2. The steady increase over three years in the percentage of students who nearly met or met standards indicates that a growing group of students is approaching proficiency. This trend reflects positive instructional momentum and highlights an opportunity to strategically target this group for acceleration. At the same time, the increase in students not meeting standards in certain grade levels suggests a widening range of student readiness within classrooms. This reinforces the need for more precise differentiation, consistent use of formative assessment, and targeted small group instruction. By leveraging this “near standard” population through timely and focused interventions, the school can significantly increase the number of students reaching proficiency while maintaining overall growth.
3. Claim-level analysis reveals that while listening remains a relative strength, there is a consistent increase in the percentage of students performing below standard in reading, writing, and research and inquiry, which require higher-order thinking and application of skills. This pattern suggests that students may be able to access content at a surface level but struggle with deeper analysis, evidence-based reasoning, and written expression. These findings point to the need for a more cohesive and systematized approach through a Multi-Tiered System of

Supports framework. This includes strengthening Tier 1 instruction with a focus on academic discourse and inquiry-based learning, while also implementing targeted Tier 2 and Tier 3 interventions. Additional supports, such as structured small group instruction and pro-social lunch-based interventions, will further support both academic growth and student engagement, ensuring a more comprehensive response to student needs.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	243	270	245	236	263	240	235	262	239	97.1	97.4	98
Grade 7	233	243	248	231	240	246	231	240	245	99.1	98.8	99.2
Grade 8	263	226	254	249	224	250	249	224	249	94.7	99.1	98.4
All Grades	739	739	747	716	727	736	715	726	733	96.9	98.4	98.5

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2569.	2562.	2583.	40.85	43.13	46.86	20.00	14.89	16.74	18.30	17.18	14.64	20.85	24.81	21.76
Grade 7	2583.	2584.	2588.	35.93	43.33	39.59	20.78	12.50	20.00	21.65	20.83	16.33	21.65	23.33	24.08
Grade 8	2586.	2582.	2598.	30.92	37.05	38.96	20.88	16.07	14.46	22.49	14.29	17.27	25.70	32.59	29.32
All Grades	N/A	N/A	N/A	35.80	41.32	41.75	20.56	14.46	17.05	20.84	17.49	16.10	22.80	26.72	25.10

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	35.74	41.22	41.84	40.85	32.06	34.31	23.40	26.72	23.85
Grade 7	39.39	41.67	38.78	37.66	32.92	35.92	22.94	25.42	25.31
Grade 8	29.32	30.36	35.34	46.18	40.18	38.55	24.50	29.46	26.10
All Grades	34.69	38.02	38.61	41.68	34.85	36.29	23.64	27.13	25.10

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	25.96	33.59	38.49	54.47	44.66	39.33	19.57	21.76	22.18
Grade 7	29.87	34.17	37.14	53.25	48.33	42.45	16.88	17.50	20.41
Grade 8	30.52	31.70	34.54	50.60	43.75	40.56	18.88	24.55	24.90
All Grades	28.81	33.20	36.70	52.73	45.59	40.79	18.46	21.21	22.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	36.60	34.35	37.66	49.79	47.33	46.44	13.62	18.32	15.90
Grade 7	37.66	35.00	32.24	48.92	48.75	50.20	13.42	16.25	17.55
Grade 8	30.92	30.36	35.74	52.21	50.45	44.18	16.87	19.20	20.08
All Grades	34.97	33.33	35.20	50.35	48.76	46.93	14.69	17.91	17.87

Conclusions based on this data:

- Mathematics data reflects a pattern of both growth and emerging need. While there has been an increase in the percentage of students performing above standard in key areas such as Problem Solving and Modeling, there has also been a concurrent increase in the percentage of students performing below standard. This dual trend suggests that instruction is effectively accelerating higher-performing students while not yet consistently supporting those who are struggling. In particular, the increase in students below standard in Problem Solving and Communicating Reasoning indicates that students may be developing procedural fluency but are experiencing challenges with application, justification, and deeper mathematical thinking. This highlights the need to strengthen Tier 1 instruction with a focus on mathematical discourse, real-world problem solving, and opportunities for students to explain and defend their reasoning. Embedding structured academic conversations and modeling thinking processes across all classrooms will be critical to closing this gap.
- A significant proportion of students continue to fall within the “Standard Nearly Met” and “Standard Not Met” categories, with nearly half of the student population not yet meeting grade-level expectations. This indicates a large group of students who are on the cusp of proficiency but require targeted support to reach standard. This trend presents a strategic opportunity to leverage this group through focused intervention and differentiation. Implementing systematic small group instruction, targeted skill-based intervention, and frequent progress monitoring within a Multi-Tiered System of Supports framework will be essential. Additionally, strengthening the use of formative assessment practices within PLCs will allow teachers to more precisely identify skill gaps and respond with timely instructional adjustments, ultimately accelerating student movement toward proficiency.
- While overall performance remains relatively strong, the slight decline in mean scale scores and fluctuations across claim areas suggest the need for continued monitoring to ensure sustained growth. This variability indicates that instructional consistency across grade levels and content areas may be an area for refinement. Strengthening vertical alignment, common instructional practices, and shared expectations for rigor will help ensure that students are building skills cohesively from grade to grade. Furthermore, aligning intervention supports with identified areas of need, while also incorporating student engagement strategies such as collaborative problem solving and real-world application, will support both achievement and motivation. A comprehensive approach that integrates academic supports with engagement and belonging, including structured interventions during the school day such as targeted support groups, will provide a more responsive system to meet the diverse needs of all learners.

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://elpac.org) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1520.8	1527.8	1528.1	1524.8	1536.6	1535.8	1516.4	1518.4	1520.0	41	58	46
7	1539.3	1533.0	1525.7	1554.9	1547.4	1533.0	1523.1	1518.1	1517.8	36	44	36
8	1517.6	1512.5	1553.5	1524.9	1508.4	1575.9	1510.0	1516.2	1530.8	31	37	41
All Grades										108	139	123

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	17.07	32.76	32.61	26.83	22.41	28.26	39.02	22.41	17.39	17.07	22.41	21.74	41	58	46
7	19.44	22.73	27.78	33.33	34.09	22.22	25.00	20.45	25.00	22.22	22.73	25.00	36	44	36
8	19.35	16.22	25.00	16.13	27.03	32.50	19.35	16.22	32.50	45.16	40.54	10.00	31	37	40
All Grades	18.52	25.18	28.69	25.93	27.34	27.87	28.70	20.14	24.59	26.85	27.34	18.85	108	139	122

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	41.46	51.72	50.00	29.27	15.52	23.91	17.07	17.24	8.70	12.20	15.52	17.39	41	58	46
7	50.00	52.27	52.78	27.78	18.18	16.67	8.33	13.64	5.56	13.89	15.91	25.00	36	44	36
8	35.48	29.73	47.50	12.90	21.62	35.00	6.45	18.92	12.50	45.16	29.73	5.00	31	37	40
All Grades	42.59	46.04	50.00	24.07	17.99	25.41	11.11	16.55	9.02	22.22	19.42	15.57	108	139	122

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	9.76	5.17	8.70	12.20	25.86	19.57	39.02	34.48	34.78	39.02	34.48	36.96	41	58	46
7	8.33	9.09	5.56	13.89	9.09	22.22	41.67	40.91	19.44	36.11	40.91	52.78	36	44	36
8	3.23	8.11	2.50	22.58	13.51	17.50	22.58	27.03	50.00	51.61	51.35	30.00	31	37	40
All Grades	7.41	7.19	5.74	15.74	17.27	19.67	35.19	34.53	35.25	41.67	41.01	39.34	108	139	122

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	21.95	29.31	22.73	68.29	43.10	52.27	9.76	27.59	25.00	41	58	44
7	13.89	15.91	16.67	66.67	59.09	47.22	19.44	25.00	36.11	36	44	36
8	25.81	10.81	27.50	32.26	54.05	60.00	41.94	35.14	12.50	31	37	40
All Grades	20.37	20.14	22.50	57.41	51.08	53.33	22.22	28.78	24.17	108	139	120

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	56.10	62.07	66.67	31.71	22.41	15.56	12.20	15.52	17.78	41	58	45
7	75.00	65.91	69.44	13.89	22.73	11.11	11.11	11.36	19.44	36	44	36
8	45.16	48.65	75.00	12.90	21.62	20.00	41.94	29.73	5.00	31	37	40
All Grades	59.26	59.71	70.25	20.37	22.30	15.70	20.37	17.99	14.05	108	139	121

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	9.76	8.62	9.09	17.07	29.31	31.82	73.17	62.07	59.09	41	58	44
7	8.33	6.82	11.11	25.00	20.45	25.00	66.67	72.73	63.89	36	44	36
8	6.45	10.81	5.00	25.81	21.62	30.00	67.74	67.57	65.00	31	37	40
All Grades	8.33	8.63	8.33	22.22	24.46	29.17	69.44	66.91	62.50	108	139	120

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	21.95	25.86	17.78	68.29	56.90	66.67	9.76	17.24	15.56	41	58	45
7	22.22	11.36	13.89	61.11	72.73	63.89	16.67	15.91	22.22	36	44	36
8	9.68	8.11	2.50	51.61	64.86	90.00	38.71	27.03	7.50	31	37	40
All Grades	18.52	16.55	11.57	61.11	64.03	73.55	20.37	19.42	14.88	108	139	121

Conclusions based on this data:

1. ELPAC results reflect encouraging growth in overall language development, particularly in the increase of students reaching Level 4 (Well Developed), rising from 18.5% to 25.2%. This upward trend indicates that instructional practices and supports are positively impacting students' language acquisition. At the same time, a significant number of students remain in Level 3, often referred to as the "approaching proficiency" range. This presents a strong opportunity to intentionally accelerate these students through targeted instructional strategies. By refining designated and integrated English Language Development, with a focus on academic language, structured discourse, and writing across content areas, the school is well positioned to move more students from Level 3 to Level 4 and increase overall reclassification rates.
2. Domain-level data highlights notable strengths in speaking and listening, where a growing percentage of students are performing at the Well Developed level. This reflects effective instructional practices that support oral language development and student engagement. Building on this strength, there is a clear opportunity to further strengthen reading and writing, where a larger proportion of students remain in the beginning or developing levels. This pattern suggests that students are increasingly able to express ideas verbally but may need additional support transferring those skills into reading comprehension and written expression. Expanding opportunities for structured academic writing, reading strategies, and language scaffolds across all content areas will support more balanced language development and improved overall proficiency.
3. The distribution of students across performance levels indicates that while growth is evident, a substantial portion of students remain in Levels 1 and 2. This reinforces the importance of a cohesive and systematized approach through a Multi-Tiered System of Supports framework. Strengthening Tier 1 instruction to ensure consistent access to high-quality language development strategies, while also implementing targeted Tier 2 and Tier 3 supports for students requiring additional intervention, will be critical. Increased collaboration among general education teachers, English Learner specialists, and support staff will further enhance alignment and effectiveness. With these systems in place, Peterson is well-positioned to continue building on current progress and accelerate outcomes for all English Learners.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
759	24.5%	17.7%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	134	17.7%
Foster Youth	0	0.0%
Homeless	3	0.4%
Socioeconomically Disadvantaged	186	24.5%
Students with Disabilities	93	12.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.1%
American Indian	5	0.7%
Asian	327	43.1%
Filipino	23	3%
Hispanic	229	30.2%
Two or More Races	34	4.5%
Pacific Islander	1	0.1%
White	123	16.2%

Conclusions based on this data:

- Peterson's student population has remained relatively stable over the past three years, providing a strong foundation for consistent program implementation and continuous improvement. This stability allows the school to

refine and deepen existing systems, particularly within Tier 1 instruction and schoolwide supports. At the same time, the consistent presence of diverse student groups highlights an ongoing opportunity to strengthen culturally responsive practices and ensure that instructional strategies continue to meet the evolving needs of all learners.

2. The percentage of English Learners has increased to 17.7%, reflecting a growing population of students who benefit from intentional language development supports. This upward trend reinforces the importance of continuing to prioritize integrated and designated English Language Development across all content areas. By building on existing strengths in instructional practice and expanding opportunities for academic discourse, reading, and writing, Peterson is well positioned to further support English Learners in accessing rigorous grade-level content and progressing toward reclassification.
3. With 24.5% of students identified as socioeconomically disadvantaged and 12.3% identified as students with disabilities, Peterson serves a meaningful population of students who benefit from targeted academic and social-emotional supports. This presents an opportunity to continue strengthening a cohesive Multi-Tiered System of Supports framework that aligns academic interventions, behavioral supports, and family engagement. By leveraging data to provide timely and targeted supports, including structured interventions during the school day, Peterson can continue to build on its strong foundation while ensuring equitable outcomes for all student groups.

School and Student Performance Data

Overall Performance

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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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Peterson’s overall academic performance in both English Language Arts and Mathematics is in the Green performance band, reflecting strong core instruction and a consistent foundation of student achievement. This indicates that the majority of students are meeting or exceeding grade-level expectations. Building on this strength, there is an opportunity to further refine instructional practices to ensure that all student groups experience similar levels of success. Continued emphasis on differentiated instruction, targeted support, and alignment of Tier 1 strategies will support the goal of maintaining high performance while reducing subgroup gaps.

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

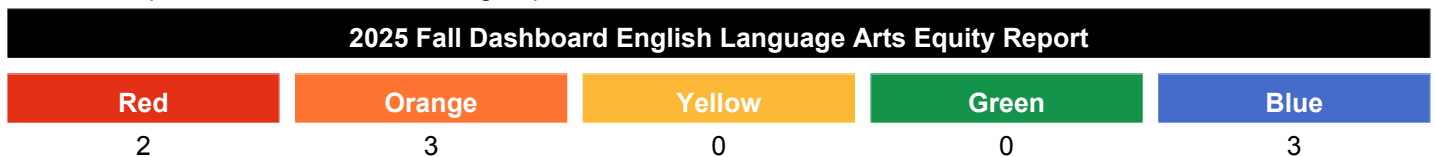
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 41.8 points above standard Maintained 0.1 points 710 Students	English Learners Orange 49 points below standard Maintained -2.1 points 255 Students	Long-Term English Learners Red 129.2 points below standard Declined 10.3 points 32 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged Orange 51.8 points below standard Maintained 2.6 points 189 Students

Students with Disabilities  Red 102.2 points below standard Declined 25 points 87 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  Blue 83.1 points above standard Maintained 0.7 points 308 Students	Filipino  No Performance Color 19 points above standard Declined 14.1 points 22 Students	Hispanic  Orange 48.1 points below standard Maintained 2.5 points 207 Students
Two or More Races  Blue 102.3 points above standard Increased 22.1 points 33 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 87.4 points above standard Increased 13.8 points 120 Students

Conclusions based on this data:

- Peterson's overall English Language Arts performance remains in the Green performance band, with students performing 41.8 points above standard, reflecting strong and consistent core instruction. While there was a slight decline in overall performance, the school continues to demonstrate stability at a high level. This provides a strong foundation to build upon, particularly by refining instructional practices to better meet the needs of specific student groups. The data highlights an opportunity to strengthen access and engagement for Hispanic students, English Learners, and Students with Disabilities through more intentional differentiation, targeted literacy strategies, and increased opportunities for reading comprehension and evidence-based writing across all content areas.
- Student groups in the Orange performance band, including Hispanic students, Socioeconomically Disadvantaged students, and English Learners, demonstrate consistent performance that is approaching proficiency, indicating that current supports are having a positive impact. This presents a clear opportunity to accelerate these groups through focused and strategic instructional moves. Strengthening Tier 1 instruction with integrated English Language Development, academic vocabulary development, and structured discourse will support increased access to grade-level content
- Students with Disabilities and Long Term English Learners continue to represent the greatest opportunity for growth, while also showing signs of progress. Students with Disabilities demonstrated an increase in performance, and Long Term English Learners also showed improvement from the previous year, indicating that targeted supports are beginning to have an impact. Despite these gains, both groups remain significantly below standard, highlighting the need for continued and enhanced focus. Expanding specialized supports, increasing collaboration between general education and support staff, and implementing targeted interventions that address both literacy skills and language development will be critical. With sustained attention and alignment of supports, Peterson is well positioned to continue accelerating growth for these student groups while maintaining strong overall performance.

School and Student Performance Data

Academic Performance Mathematics

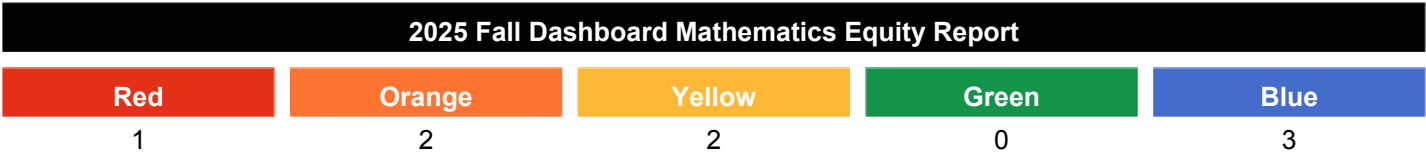
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 24.1 points above standard Increased 10.2 points 716 Students	English Learners  Yellow 62.1 points below standard Increased 18.3 points 261 Students	Long-Term English Learners  Orange 147.9 points below standard Increased 25.6 points 32 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 85.6 points below standard Increased 17.5 points 192 Students

Students with Disabilities  Red 134.1 points below standard Declined 17 points 87 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  Blue 91.1 points above standard Increased 17.5 points 310 Students	Filipino  No Performance Color 12.2 points below standard Increased 3.2 points 22 Students	Hispanic  Orange 96 points below standard Increased 3.2 points 211 Students
Two or More Races  Blue 76.6 points above standard Increased 16.5 points 33 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 63.3 points above standard Increased 20.9 points 120 Students

Conclusions based on this data:

- Peterson's overall Mathematics performance is in the Green performance band, with students performing 24.1 points above standard and demonstrating a notable increase of 10.2 points. This reflects strong core instruction and a positive trajectory in overall student achievement. At the same time, the data highlights an opportunity to ensure that this growth is experienced more consistently across all student groups. While many students are benefiting from current instructional practices, subgroup data indicates that additional refinement is needed to ensure equitable access to grade-level content. Strengthening Tier 1 instruction with a focus on conceptual understanding, problem solving, and mathematical reasoning will support all students, particularly those who are not yet experiencing the same level of success.
- English Learners, Socioeconomically Disadvantaged students, and Hispanic students all demonstrated growth, with increases ranging from 3.2 to 18.3 points, indicating that current supports are positively impacting these groups. This upward trend reflects strong momentum and presents a clear opportunity to accelerate progress. Despite these gains, these groups remain below standard, suggesting that continued focus is needed to close the gap. Expanding the use of integrated language supports within math instruction, increasing opportunities for mathematical discourse, and providing targeted Tier 2 interventions through a Multi-Tiered System of Supports framework will help move these students from approaching standard to meeting and exceeding expectations.
- Students with Disabilities and Long Term English Learners continue to represent key areas for focused growth, while also demonstrating important signs of progress. Students with Disabilities have shown gains, reflecting the impact of targeted supports and instructional efforts. Long Term English Learners have maintained their performance levels, providing a stable foundation to build upon. However, both groups remain significantly below standard, indicating the need for continued and enhanced support. Increasing collaboration between general education and specialized staff, aligning interventions to specific skill gaps, and providing structured opportunities for students to engage in problem solving and reasoning will be essential. With sustained attention and a coordinated approach, Peterson is well positioned to continue accelerating growth for these student groups while maintaining strong overall performance.

School and Student Performance Data

Academic Performance Science

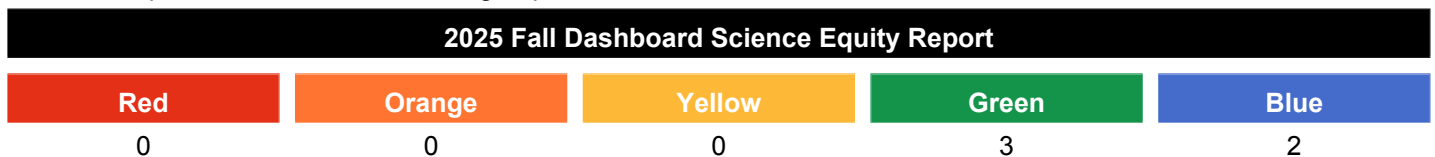
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Green 64.8 science points Increased 2 points 238 Students	English Learners Green 45.1 science points Increased 7.4 points 73 Students	Long-Term English Learners No Performance Color 28.7 science points Maintained -0.3 points 13 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Green 46.7 science points Increased 3.7 points 60 Students

Students with Disabilities  No Performance Color 37.3 science points Declined 7.1 points 26 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 73.6 science points Increased 5 points 96 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Green 46.4 science points Increased 2.3 points 70 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 76.4 science points Increased 4.9 points 44 Students

Conclusions based on this data:

- Peterson's overall Science performance is in the Green performance band, with All Students demonstrating continued growth and an increase in overall science points. This reflects strong instructional practices and alignment to Next Generation Science Standards, particularly in inquiry-based learning and hands-on experiences. The presence of multiple student groups in the Green and Blue performance bands highlights a consistent level of academic success across the school. This strong foundation presents an opportunity to further deepen student learning through continued emphasis on scientific reasoning, analysis, and evidence-based explanations to sustain and build upon current achievement levels.
- English Learners and Socioeconomically Disadvantaged students both performed in the Green band and demonstrated notable growth, indicating that current instructional strategies are effectively supporting access to rigorous science content. This trend reflects the successful integration of language development within science instruction, where students are engaging in discourse, collaboration, and applied learning. Building on this strength, there is an opportunity to further enhance academic language development within science, particularly through structured opportunities for reading scientific texts and writing explanations, which will support continued growth across all student groups.
- While overall performance is strong, Students with Disabilities and Long Term English Learners represent areas for continued focus, particularly as their data reflects either smaller sample sizes or slight declines. This presents an opportunity to strengthen targeted supports through a Multi-Tiered System of Supports framework, ensuring that all students have equitable access to high-quality science instruction. Increasing collaboration between general education and specialized staff, along with providing scaffolds for complex concepts and vocabulary, will support these students in engaging more fully in scientific practices. With these supports in place, Peterson is well positioned to maintain its strong performance while expanding success across all student groups.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 Blue
62 making progress.	70 making progress.
Number Students: 108 Students	Number Students: 30 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.

2025 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
9.3%	28%	1.9%	60.7%

Conclusions based on this data:

- English Learner Progress data reflects positive momentum, with approximately 60.7% of students progressing at least one ELPI level and an additional percentage maintaining their level, indicating that the majority of English Learners are demonstrating growth toward proficiency. This is further reinforced by Long Term English Learners performing in the Blue band, with 70% making progress, which highlights the effectiveness of targeted supports for this group. These outcomes suggest that current instructional practices, including integrated and designated English Language Development, are having a meaningful impact. Building on this success, there is an opportunity to further refine instructional strategies to support the remaining students in accelerating their progress toward proficiency.
- The strong percentage of students making progress represents a key area of success and provides an opportunity to identify and replicate effective classroom practices. This includes expanding the use of structured academic discourse, explicit language instruction, and opportunities for reading and writing across content areas. By leveraging Professional Learning Communities to analyze successful strategies and align practices across classrooms, Peterson can continue to strengthen Tier 1 instruction and ensure that all English Learners have consistent access to high-quality language development opportunities.
- While overall progress is strong, approximately 9.3% of students decreased an ELPI level and 28% maintained at lower levels, indicating an opportunity to provide more targeted and responsive support. This highlights the importance of a cohesive Multi-Tiered System of Supports framework that identifies students early and provides

timely Tier 2 and Tier 3 interventions. Strengthening progress monitoring, increasing collaboration among general education teachers and English Learner specialists, and providing targeted supports such as small group instruction and additional language development opportunities will help ensure continued growth for all students. With these systems in place, Peterson is well positioned to build on current success and further accelerate English Learner outcomes.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

7% Chronically Absent

Maintained 0

781 Students

English Learners



Yellow

12.4% Chronically Absent

Declined 2.5

145 Students

Long-Term English Learners



Orange

16.7% Chronically Absent

Maintained 0.3

36 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Socioeconomically Disadvantaged



Orange

14% Chronically Absent

Increased 1.5

222 Students

Students with Disabilities  Orange 18.4% Chronically Absent Increased 2.4 103 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  Green 2.4% Chronically Absent Increased 1.2 330 Students	Filipino  No Performance Color 8.3% Chronically Absent Increased 4.2 24 Students	Hispanic  Yellow 13.1% Chronically Absent Declined 4.2 244 Students
Two or More Races  Blue 0% Chronically Absent Declined 4.7 43 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 8.9% Chronically Absent Increased 3.8 124 Students

Conclusions based on this data:

- Peterson has demonstrated meaningful progress in reducing chronic absenteeism, with all measured student groups moving out of the Red performance level and the overall rate maintained at 7% in the Yellow band. This reflects the effectiveness of schoolwide systems that promote attendance and student engagement. The absence of any subgroup in the Red category is a significant indicator of improvement and suggests that current strategies are creating a more consistent and supportive environment for student attendance. Building on this progress, there is an opportunity to further strengthen Tier 1 attendance practices to move more student groups into the Green and Blue performance bands.
- Targeted student groups, particularly Hispanic students and Socioeconomically Disadvantaged students, have shown improvement, indicating that focused interventions and outreach efforts are having a positive impact. This progress highlights the value of continued Tier 2 supports, including attendance monitoring, family communication, and targeted interventions. By refining these strategies and ensuring timely identification of at-risk students, Peterson can continue to reduce absenteeism rates and strengthen engagement among these groups, ultimately supporting improved academic outcomes.
- While overall trends are positive, student groups such as Students with Disabilities and Long Term English Learners remain in the Orange performance band, indicating an opportunity for continued growth. These data suggest that a more coordinated and proactive approach through a Multi-Tiered System of Supports framework will be beneficial. Strengthening early identification systems, increasing collaboration between staff, and implementing targeted supports such as check-in/check-out systems, mentoring, and structured student engagement opportunities will help address attendance barriers. With these focused efforts, Peterson is well positioned to build on current success and further improve attendance outcomes for all students.

School and Student Performance Data

Conditions & Climate Suspension Rate

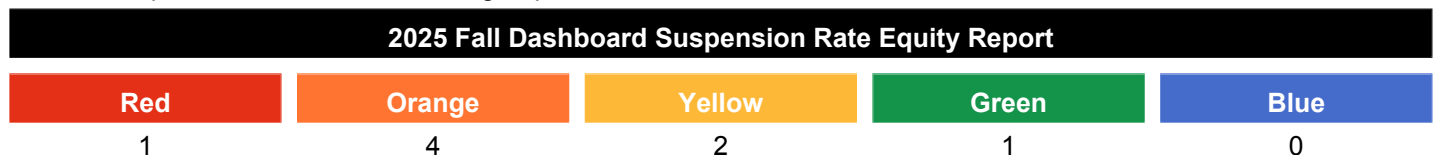
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 3.6% suspended at least one day Increased 1.2% 797 Students	English Learners  Orange 9.3% suspended at least one day Increased 3.8% 150 Students	Long-Term English Learners  Red 15.8% suspended at least one day Increased 11.7% 38 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Orange 6.6% suspended at least one day Increased 2.1% 229 Students

Students with Disabilities  Orange 6.7% suspended at least one day Increased 1.9% 105 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  Yellow 1.2% suspended at least one day Increased 0.6% 336 Students	Filipino  No Performance Color 8.3% suspended at least one day Increased 8.3% 24 Students	Hispanic  Orange 7.9% suspended at least one day Increased 3% 252 Students
Two or More Races  Yellow 2.3% suspended at least one day Maintained 0% 43 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 0.8% suspended at least one day Declined 2.1% 126 Students

Conclusions based on this data:

- Peterson continues to build a strong foundation in supporting positive student behavior, with several student groups maintaining or demonstrating stability in suspension rates. This reflects the impact of proactive systems, including clear expectations, consistent routines, and staff responsiveness to student needs. While the overall suspension rate is in the Orange band with a slight increase, the data provides an opportunity to further strengthen schoolwide Tier 1 practices that promote a positive and inclusive climate. By continuing to reinforce expectations and recognize positive behaviors, Peterson is well positioned to reduce suspension rates while maintaining a supportive learning environment for all students.
- Targeted student groups, including English Learners, Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities, demonstrate an opportunity for continued growth, as suspension rates for these groups have increased. This trend highlights the importance of continuing and expanding current supports, including restorative practices, social-emotional learning, and tiered behavioral interventions. These approaches have already established a strong foundation and, with continued refinement and consistency, can further support students in developing self-regulation, conflict resolution, and positive decision-making skills.
- Long Term English Learners represent a key area of focus, with higher suspension rates indicating a need for more targeted and coordinated support. This presents an opportunity to deepen alignment between academic and behavioral systems through a Multi-Tiered System of Supports framework. Strengthening early identification, increasing collaboration among staff, and expanding targeted interventions such as check-in systems, mentoring, and structured pro-social supports, including lunch-based groups, will help address underlying needs. With these intentional supports in place, Peterson can continue to build on its strengths and further enhance a positive, equitable school climate for all students.

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.

Peterson Middle School has demonstrated steady academic performance over time, supported by strong collaborative structures, aligned curriculum, and a shared commitment to meeting the needs of all students through a Multi-Tiered System of Supports (MTSS). Staff consistently engage in Professional Learning Communities, data analysis, and instructional planning to support student growth across all content areas.

Building on this strong foundation, longitudinal CAASPP data reflects both stability and meaningful opportunity for continued growth. Pre-pandemic performance in 2018 to 2019 indicates approximately 72 percent of students met or exceeded standards in ELA and 60 percent in Math. Current performance levels, including 66 to 67 percent in ELA and 55 to 59 percent in Math over the past three years, demonstrate that while the school has successfully stabilized post-pandemic, there remains a clear and attainable opportunity to continue closing the gap and move beyond recovery toward accelerated achievement for all students.

This trend reflects a positive trajectory, particularly in Mathematics, where recent gains suggest that instructional practices are continuing to strengthen. In English Language Arts, consistent performance highlights the importance of deepening student learning through an intentional focus on reading comprehension, evidence-based reasoning, and academic discourse across all disciplines.

At the same time, student group data indicates that English Learners and Students with Disabilities continue to perform below overall school averages, reinforcing the importance of strengthening Tier 1 core instruction to ensure access and success for all learners within the general education setting.

District guidance has identified teacher clarity as a high-impact instructional focus that aligns directly with Peterson's ongoing MTSS work. Teacher clarity, including clearly defined learning intentions, success criteria, and purpose for learning, supports increased student understanding, engagement, and academic achievement across all classrooms.

To support this direction, Peterson will build upon its existing MTSS learning walk structures by refining and expanding both schoolwide learning walks and English Learner classroom observations. These efforts will prioritize the identification and sharing of effective instructional practices related to teacher clarity, Universal Design for Learning, differentiated Tier 1 strategies, student engagement, and academic discourse, as well as access and scaffolding for English Learners and students with diverse learning needs.

These learning walks will continue to serve as a non-evaluative and collaborative professional learning structure that promotes shared ownership of instructional practices while elevating the strong teaching and learning already present across the school.

In addition, Peterson will intentionally leverage Problem Solving Committee (PSC) time as a central structure to focus on classroom instruction and student achievement. PSC meetings will be purposefully aligned to support instructional improvement by examining student data, identifying trends, and developing responsive strategies that strengthen Tier 1 instruction.

This deliberate use of PSC time will contribute to building schoolwide and system coherence, ensuring that key instructional priorities such as teacher clarity, learning intentions, success criteria, academic discourse, and Universal Design for Learning are consistently understood and implemented across all classrooms.

To reinforce this coherence, the work of PSC will be intentionally connected to and supported through staff meetings, grade level team meetings, and department collaboration, creating a unified and aligned system of continuous improvement. These structures will provide ongoing opportunities for staff to reflect on instructional practices, share effective strategies, and build a shared understanding of high-quality instruction.

Additionally, internal data sources, including i-Ready diagnostics, indicate that while an increasing number of students are performing at or above grade level, a notable percentage of students continue to perform below grade level, including some significantly below. This reinforces the importance of strong Tier 1 instruction as the primary lever for improving outcomes for all students.

Collectively, these data points and aligned systems affirm that Peterson is well-positioned to continue its trajectory of growth by strengthening instructional coherence across classrooms, deepening implementation of Tier 1 and Universal Design for Learning strategies, and leveraging collaboration, PSC structures, and learning walks to ensure high levels of clarity, access, and engagement for every student.

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
Peterson 2024-2025 ELA Overall Baseline: 67% Meet or Exceed Standards SCUSD Three Year Goal: 75% Meet or Exceed Standards.	Peterson CAASPP ELA meet or exceed 67% overall 2024-2025	Increase meet or exceed by 8 points to 75% - This aligns with the district ELA target goal for CAASPP.
Peterson 2024-2025 Overall Baseline: 59% Meet or Exceed Standards SCUSD Three Year Goal: 65% Meet or Exceed Standards.	Peterson CAASPP Math meet or exceed 59% overall 2024-2025	Increase meet or exceed by 6 points to 65% - This aligns with the district Math target goal for CAASPP.

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). 1.1a -Collaboration (Curriculum and standards alignment across grade level teams, instruction planning, subs, hourly time cards, materials, and perishables) 1.1b- Professional Development to improve instruction and align to MTSS Strategies	This goal prioritizes Low Income students, Foster Youth, English Learners, and SWD by providing targeted academic and social-emotional supports, including strengthened Tier 1 instruction, intervention, and expanded learning opportunities. These efforts are designed to address identified gaps while simultaneously enhancing instructional clarity and coherence, ensuring improved outcomes and access to high-quality learning for all students.	10,000 Targeted Allocation Collaboration (Curriculum and standards alignment across grade level teams, instruction planning, subs, hourly time cards, perishables, learning walks) 3,000 Targeted Allocation Professional Development to improve instruction and align to MTSS Strategies
1.2	Improvement of academic instruction, innovative strategies and materials. 1.2a- Manipulatives, hands on materials, lab materials 1.2b- Library books and materials, Librarian Professional Development 1.2c Music program, instruments, parts, repair, replacement, and music field trips 1.2d- Culinary Program supplemental materials, new and replacement supplies, perishables 1.2e- Technology: Software, Hardware, E-books,Subscriptions	This goal prioritizes Low Income students, Foster Youth, English Learners, and SWD by providing targeted academic and social-emotional supports, including strengthened Tier 1 instruction, intervention, and expanded learning opportunities. These efforts are designed to address identified gaps while simultaneously enhancing instructional clarity and coherence, ensuring improved	1,000 Targeted Allocation Manipulatives, hands on materials, lab materials 11,000 Targeted Allocation Library Books and Materials, librarian professional development 12,000 Targeted Allocation Music program, materials, and repairs 2,000

		outcomes and access to high-quality learning for all students.	Targeted Allocation Culinary program supplemental materials, new and replacement supplies, perishables 13,480 Targeted Allocation Technology: Software, Hardware, E-books, Subscriptions
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.	This goal prioritizes Low Income students, Foster Youth, English Learners, and SWD by providing targeted academic and social-emotional supports, including strengthened Tier 1 instruction, intervention, and expanded learning opportunities. These efforts are designed to address identified gaps while simultaneously enhancing instructional clarity and coherence, ensuring improved outcomes and access to high-quality learning for 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: ASCA national counseling model curriculum and conference attendance for counseling and administration) - Incentives to support and reinforce Positive Behavior Interventions	This goal prioritizes Low Income students, Foster Youth, English Learners, and SWD by providing targeted academic and social-emotional supports, including strengthened Tier 1 instruction, intervention, and expanded learning opportunities. These efforts are designed to address identified gaps while simultaneously enhancing instructional clarity and coherence, ensuring improved outcomes and access to high-quality learning for all students.	1,000 Targeted Allocation Incentives to support and reinforce Positive Behavior Interventions

Annual Review

SPSA Year Reviewed: 2025-26

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. This is their second year in a row.
- * Collaboration groups were formed to align with SPSA goals.
- *Teacher pullout days were used for deeper dives in EL strategies, EL empathy interviews and observations, and data mining with i-Ready and CAASPP information.

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). Peterson will allocate more of our budget to teacher collaboration through learning walks and pullout days to develop a more cohesive system.

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 continue to be highly valued and well attended by Peterson students, reflecting a strong level of student interest in opportunities that foster connection, engagement, and belonging. In order to build on this strength, there is a continued need to maintain and expand funding to support both after school and lunchtime programs, ensuring that all students have access to structured opportunities that promote positive interactions and engagement during and beyond the school day.

The school library remains a central and highly utilized space during lunchtime, providing students with a safe and welcoming environment to work, collaborate, and connect with peers. Continued investment in library resources, including the expansion of book collections and support for special programs and activities, will further enhance this space as a hub for student engagement and connection.

Providing structured games and activities during lunch continues to be an effective strategy for promoting positive student interactions. Observations and staff feedback indicate that when lunchtime activities are organized and supervised, there are fewer negative student behaviors and increased opportunities for students to relax, socialize, and build relationships. Expanding these opportunities will further strengthen the overall school climate.

Student use of social media, one-to-one Chromebooks, and increased online engagement continues to influence student behavior and interactions on campus. While many of these experiences occur outside of the school day, their impact is reflected within the school environment. This highlights the ongoing need for student education in digital citizenship, cyber safety, and responsible technology use. Assemblies, classroom-based instruction, and targeted presentations will continue to support student awareness, empathy, and responsible decision-making. In addition, parent education around social media use and safety remains an important component of this work.

Continued collaboration between Peterson administration, counseling, Health and Wellness, and the PTSA will support the development of parent education opportunities, including guest speakers and informational events. Feedback from families indicates a strong interest in resources that support student well-being, behavior, and navigating the challenges associated with technology and adolescence.

Supporting student transitions both into and out of middle school remains an important priority. Feedback from students, staff, and families highlights the value of creating consistent and meaningful transition experiences that help students feel prepared, connected, and supported as they move between grade levels and into high school. Our WEB program continues to be the program that provides welcoming support for our sixth graders as they transition into middle school. This support is provided throughout the year.

The 2025 California Healthy Kids Survey and associated stakeholder feedback from students, parents, and staff indicate that Peterson Middle School maintains a strong foundation in student connectedness and school climate, with approximately 74 percent of students reporting a positive sense of belonging. Students, parents, and staff consistently identify caring relationships, high expectations, and a supportive environment as key strengths of the school community.

At the same time, this feedback also highlights opportunities to strengthen consistency in student experiences across campus, particularly during unstructured times, increase student engagement and voice, and continue improving communication and alignment across school systems. These findings reinforce the importance of maintaining a focus on structured student engagement opportunities, social-emotional supports, and coherent schoolwide practices to ensure that all students experience a safe, inclusive, and connected learning environment. A student's sense of connectedness to school remains closely linked to academic performance, behavior, and overall social-emotional well-being.

Curriculum-related field trips across all grade levels continue to play an important role in increasing student engagement and connection to learning. Feedback from 8th grade students, parents, and staff indicated a desire for increased access to these experiences. In response, efforts will be made to ensure that 8th grade students who have not previously participated will have the opportunity to engage in these meaningful experiences, similar to those provided in 6th and 7th grade.

In addition, the district's adoption of a restricted cell phone use policy across schools is expected to further support improvements in school climate. This policy aligns with site-based efforts to reduce distractions, improve student focus, and promote more positive peer interactions during the school day.

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 Long-Term English Learner students is 15.8%. For the 2024-2025 school year, the percent was 4.1 which is a 11.7% increase.	Reduce by 8% to 7.8% for Long-Term English Learner students
Chronic Absenteeism per the California Dashboard SCUSD focus is the Latino/a/x	Chronic Absenteeism for Peterson Long-Term English Learner students is 16.7%. For the 2024-2025 school year, the percent was 17 which is approximately the same.	Reduce by 7% to 9.7% for Long-Term English Learner 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
2.1	Offer Extracurricular opportunities to extend classroom learning: 2.1a 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. 2.1b. Promote student connectedness and engagement with activities at lunch via our partnership with Valley Sports.	This goal prioritizes Low Income students, Foster Youth, English Learners, and SWD by providing targeted academic and social-emotional supports, including strengthened Tier 1 instruction, intervention, and expanded learning opportunities. These efforts are designed to address identified gaps while simultaneously enhancing instructional clarity and coherence, ensuring improved outcomes and access to high-quality learning for all students.	6,000 Targeted Allocation Extracurricular Clubs & Activities registration, materials and perishables 9470 Targeted Allocation Intramural sports, lunch or after school activities 20531 Targeted Carryover Intramural sports, lunch or after school activities
2.2	2.2a Transition to & from Middle School: We need to welcome our new students to make them feel welcome and help 8th graders prepare for move to the next school/grade level Beginning of the year / New / 5th Grade Transition to Middle School - Pirate Kick-Off / WEB (Where Everybody Belongs) - WEB training - for teacher - Monthly 6th Grade WEB Connection activities (activities, materials, perishables) - Training for student leaders, perishables, subs 5th grade transition / open house (timesheets, WEB leadership) - Subs for IEP/Student transition from elementary to Peterson	This goal prioritizes Low Income students, Foster Youth, English Learners, and SWD by providing targeted academic and social-emotional supports, including strengthened Tier 1 instruction, intervention, and expanded learning opportunities. These efforts are designed to address identified gaps while simultaneously enhancing instructional clarity and coherence, ensuring improved outcomes and access to high-quality learning for all students.	2,000 Targeted Allocation Transition to middle school (WEB, Pirate Kickoff, subs 1,000 Targeted Allocation Transition to High School

	2.2b 8th Grade Transition to High School • Bus for field trip to Wilcox/SCHS • Subs for IEP/student transition to high school Support library activities - author visits, book talks, displays, Teen Read Week, and activities that draw students into the library. • Extend LMA hours		
2.3	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.	This goal prioritizes Low Income students, Foster Youth, English Learners, and SWD by providing targeted academic and social-emotional supports, including strengthened Tier 1 instruction, intervention, and expanded learning opportunities. These efforts are designed to address identified gaps while simultaneously enhancing instructional clarity and coherence, ensuring improved outcomes and access to high-quality learning for all students.	2,500 Targeted Allocation Student recognition None Specified
2.4	Conferences, Student involvement games, materials, Lunchtime activities, etc, (School Climate). Connecting the target students to school. Improve School Climate with Assemblies, Conferences, Staff Involvement, Games, Materials, Lunchtime activities	This goal prioritizes Low Income students, Foster Youth, English Learners, and SWD by providing targeted academic and social-emotional supports, including strengthened Tier 1 instruction, intervention, and expanded learning opportunities. These efforts are designed to address identified gaps while simultaneously enhancing instructional clarity and coherence, ensuring improved outcomes and access to high-quality learning for all students.	2,000 Targeted Allocation CADA, Student assemblies (equity), lunch activities, materials
2.5	Field Trips, speakers, assemblies, performances that enhance the classroom and school experience (connection to the classroom). Increase student connectedness and engagement with activities such as field trips, speakers, performances that enhance the classroom experience.	All studentsThis goal prioritizes Low Income students, Foster Youth, English Learners, and SWD by providing targeted academic and social-emotional supports, including strengthened Tier 1 instruction, intervention,	25,000 Targeted Allocation Assemblies, Conferences, Staff Involvement, Games, Materials, Lunchtime activities, field trips, speakers, performances

		and expanded learning opportunities. These efforts are designed to address identified gaps while simultaneously enhancing instructional clarity and coherence, ensuring improved outcomes and access to high-quality learning for all students.	
2.6	Campus Security - Emergency preparedness and campus safety planning - materials, etc.	This goal prioritizes Low Income students, Foster Youth, English Learners, and SWD by providing targeted academic and social-emotional supports, including strengthened Tier 1 instruction, intervention, and expanded learning opportunities. These efforts are designed to address identified gaps while simultaneously enhancing instructional clarity and coherence, ensuring improved outcomes and access to high-quality learning for all students.	4,258 Targeted Allocation Emergency preparedness and campus safety planning - materials, etc.

Annual Review

SPSA Year Reviewed: 2025-26

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 have also hired a Campus Supervisor that is district-funded who helps with student safety and engagement at lunch and throughout the day. We are transitioning to Vally Sports, which will reduce our spending in this area and reallocate where needed.

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

* WEB is fully implemented this year as a yearlong program and continues to support 6th graders who are marinalized as well as the entire 6th grade class.

* Student voice through our AVID, Expect Respect Program, SAGE, and Leadership drives the direction of the school climate and culture.

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

Goal 2 was implemented largely as intended, resulting in strong outcomes in student connectedness and school climate. However, analysis of expenditures identified opportunities to better align resources with targeted student needs. Funding for extended Library Media Assistant hours after school provided a safe and supportive space for many students, but did not consistently reach identified student groups such as Low Income students, English Learners, and students performing below grade level. Additionally, while contracted intramural sports and lunchtime activities were effective in increasing engagement and reducing incidents, a transition to a more cost-effective provider will result in an approximate \$9,000 reduction in expenditures.

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

Based on this analysis, no significant changes will be made to the overall goal, annual outcomes, or metrics, as data indicates continued strength in school climate and student connectedness. However, adjustments to strategies and expenditures will include reallocating funds from extended Library Media Assistant (LMA) hours to Goal 3 to support targeted academic interventions, and redirecting savings from contracted lunchtime services to Goals 1 and 3. These changes support strengthened Tier 1 instruction through teacher clarity and collaboration, as well as expanded targeted supports such as after school tutoring and Lunch Bunch. These updates can be found in the SPSA under Goal 1 (instructional collaboration and teacher clarity) and Goal 3 (targeted intervention and expanded student supports).

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.

Peterson Middle School remains committed to providing targeted support and intervention for students who demonstrate the greatest academic need, including English Learners, Students with Disabilities, and students performing below grade level. Existing systems, including designated ELD instruction, intervention supports, and a strong Multi-Tiered System of Supports framework, provide a solid foundation for addressing the needs of these students within the general education setting.

Current data from multiple measures indicate that while progress has been made, a number of students continue to require additional support to reach grade-level proficiency. According to i-Ready diagnostic data, 327 students are currently performing at or above grade level in reading, an increase from 283 students, demonstrating positive growth. At the same time, 138 students are performing three or more grade levels below, indicating a continued need for targeted intervention.

ELPAC data further highlights areas of need for English Learners, particularly in literacy development. Over time, the percentage of students scoring at the Beginning level in reading increased from approximately 44 percent to 69 percent, and writing at the Beginning level increased from approximately 10 percent to 20 percent, reinforcing the need for focused language development support.

CAASPP subgroup data indicates that English Learners and Students with Disabilities continue to perform below overall school averages, with some groups performing in the lowest performance bands, further emphasizing the need for intensified support structures .

These data points reflect an opportunity to strengthen targeted intervention systems by increasing access to additional instructional time, focused support, and consistent progress monitoring. While Tier 1 instruction remains the primary driver of student success, additional layers of support are necessary to accelerate learning for students who require more intensive intervention.

In alignment with district direction and Peterson's ongoing instructional focus, there is a clear opportunity to strengthen collective teacher efficacy and teacher clarity as key drivers of student achievement. Collective teacher efficacy reflects a shared belief among staff that all students can achieve at high levels, while teacher clarity ensures that learning intentions, success criteria, and instructional purpose are consistently communicated and understood by students.

Building on existing MTSS practices, Peterson will continue to refine and expand learning walks and collaborative structures to support this focus. These efforts will emphasize identifying and sharing effective instructional practices related to:

- Clear learning intentions and success criteria - Teacher and Staff clarity
- Universal Design for Learning and differentiated Tier 1 strategies
- Student engagement and academic discourse
- Scaffolding and access for English Learners and students with diverse learning needs

These structures will reinforce a shared instructional vision across classrooms, strengthen consistency in Tier 1 instruction, and ensure that all students have access to high-quality learning experiences.

English Learners are fully integrated into general education classrooms, which reinforces the importance of strengthening Tier 1 instruction to ensure access to grade-level content in all subject areas. A continued focus on language development strategies within core instruction will support English Learners not only in English Language Arts, but across all academic disciplines.

The implementation of the SCUSD English Learner Master Plan expanded designated ELD sections from two to six beginning in 2022 to 2023. This expansion has increased access to daily language development; however, variability in staffing and experience levels highlights the ongoing need for professional learning, collaboration, and support to ensure consistent and effective implementation of designated and integrated ELD instruction.

At the same time, positive trends in engagement are evident. Chronic absenteeism among Hispanic students decreased by approximately 5.4 percent, which may reflect increased student engagement and a stronger sense of support through expanded language development opportunities and targeted interventions.

Students with disabilities continue to demonstrate significant academic needs. In English Language Arts, students with disabilities experienced a substantial decline in CAASPP scores in 2023 and remain significantly below standard. In Mathematics, while there was a modest increase in performance, students remain well below standard levels. These data points reinforce the need for continued focus on access to grade-level content, targeted intervention, and strong Tier 1 instructional practices.

Additional local data further supports this need. i-Ready diagnostic results indicate that while the number of students performing at or above grade level has increased to 327 students, a significant number of students continue to require support, including 138 students performing three or more grade levels below in reading. This highlights the importance of providing both strong core instruction and additional targeted supports to accelerate learning.

To address these needs, Peterson will continue to invest in professional development and collaboration time focused on improving academic reading, writing, and language comprehension for underperforming students. This includes a shift toward strengthening collective teacher efficacy and teacher clarity, ensuring that learning intentions, success criteria, and instructional purpose are consistently communicated and understood by students.

Professional learning will emphasize differentiation strategies within Tier 1 instruction, allowing general education teachers to better support English Learners, students with disabilities, and other underperforming students within the core classroom setting. Collaboration structures will continue to be strengthened to support shared planning, data analysis, and the development of effective instructional strategies aligned to student needs.

In alignment with identified needs, there will also be a strategic shift in resource allocation to increase direct student support. Expanded afterschool tutoring will provide additional instructional time for English Learners and students performing below grade level, while remaining accessible to all students. These sessions will focus on reading comprehension, writing, and mathematics, providing structured opportunities for targeted instruction and guided practice.

Lunch Bunch will serve as an additional layer of support during the school day, offering a smaller, structured environment where students can receive both academic and social-emotional support. These programs will be supported through teacher and staff timecards to ensure consistent implementation and supervision.

Social-emotional needs also remain a priority. An increase in 504 plans that include supports for anxiety and depression highlights the importance of continuing to provide counseling services, accommodations, and integrated social-emotional learning within classroom instruction. Strengthening Tier 2 and Tier 3 supports within the MTSS framework will allow the school to proactively address student needs before escalation to more intensive interventions.

SAGE, the Self-Awareness, Growth, and Empowerment program, continues to serve as a Tier 2 intervention for students requiring additional academic and social-emotional support. This program integrates literacy and mathematics instruction with social-emotional learning strategies to support student growth. Placement in SAGE will continue to be informed by CAASPP data, i-Ready diagnostics, and classroom performance, ensuring that students receive targeted and timely support.

Collectively, these data-informed actions reflect a comprehensive and coherent approach to supporting underperforming students. By strengthening Tier 1 instruction, expanding targeted intervention opportunities, and aligning resources to student needs, Peterson is well positioned to accelerate student growth, close achievement gaps, and support all students in reaching grade-level proficiency and beyond.

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
CAASPP ELA – Latino/a/x Students SCUSD Baseline (2022-2023): 35% Met or Exceeded Standards SCUSD Three-Year Goal: 60% Met or Exceeded Standards (25-point increase over three years, approximately 8–9 points per year) CAASPP ELA - Low Income Students LCAP Alignment: Same as above, with emphasis on closing achievement gaps through targeted Tier 1 instruction, intervention, and access to rigorous curriculum.	2022–2023 70.57% of Peterson students met or exceeded standards, and only 29.73% of the Hispanic students or exceeded standards 2023–2024 66.67% of all students met or exceeded standards, and 31.74% of Latino/a/x met or exceeded standards 2024-2025 67.31% of all Peterson students met or exceeded standards, and 37.04% of Latino/a/x students met or exceeded standards Over 3 years, we are seeing an annual average of 3.7% increase in Latino/a/x students meeting or exceeding standards.	Increase Latino/a/x student Met or Exceeded Standards in ELA by 4-5%
CAASPP Math – Latino/a/x Students SCUSD Baseline (2022–2023): 20% Met or Exceeded Standards SCUSD Three-Year Goal: 50% Met or Exceeded Standards (30-point increase over three years, approximately 10 points per year)	2022-2023: 56.36% of Peterson students met or exceeded standards, and 15.87% of the Latino/a/x students met or exceeded standards 2023-2024 55.78% of Peterson students met or exceeded standards, and 14.36 of the Latino/a/x students met or exceeded standards 2024–2025: 58.7% of Peterson students met or exceeded standards, and 19.46% of the Latino/a/x students met or exceeded standards Over three years, we are seeing an annual average of 3.6% increase in Latino/a/x students meeting or exceeding standards.	Increase Latino/a/x student Met or Exceeded Standards in Math by 5%

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
3.1	Improvement of Instruction with supplemental, books, materials and supplies 3.1a- Technology & Subscriptions (i.e. ACTION Magazine, SuperScience) -Intervention supplies / equipment (audiobooks, leveled reading resources, headphones, etc.), maintenance. Timesheets and Stipends 3.1b- SAGE Class Support (books, materials, perishables, etc.)	This goal prioritizes underperforming low income students, Foster Youth, English Learners, and SWD by providing targeted academic and social-emotional supports, including strengthened Tier 1 instruction, intervention, and expanded learning opportunities. These efforts are designed to address identified gaps while simultaneously	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.)

		enhancing instructional clarity and coherence, ensuring improved outcomes and access to high-quality learning for all students.	
3.2	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)	This goal prioritizes underperforming low income students, Foster Youth, English Learners, and SWD by providing targeted academic and social-emotional supports, including strengthened Tier 1 instruction, intervention, and expanded learning opportunities. These efforts are designed to address identified gaps while simultaneously enhancing instructional clarity and coherence, ensuring improved outcomes and access to high-quality learning for all students.	5,000 Targeted Allocation Professional Development
3.3	CAASPP, ELPAC Testing Support - Certificated teachers are required to proctor the ELPAC test; this covers the cost of subs or hiring proctors - Materials	This goal prioritizes underperforming low income students, Foster Youth, English Learners, and SWD by providing targeted academic and social-emotional supports, including strengthened Tier 1 instruction, intervention, and expanded learning opportunities. These efforts are designed to address identified gaps while simultaneously enhancing instructional clarity and coherence, ensuring improved outcomes and access to high-quality learning for all students.	6,000 Targeted Allocation CAASPP, ELPAC testing support (subs, materials)
3.4	Involvement of Staff, Parents, and Community 3.4a -Provide Translation Services for academic, parent meetings, PTSA, and other school events. Additional instructional support for ELL students (timecard) 3.4b -Redesignation / reclassification support (materials, perishables)	This goal prioritizes underperforming low income students, Foster Youth, English Learners, and SWD by providing targeted academic and social-emotional supports, including strengthened Tier 1 instruction, intervention, and expanded learning opportunities. These efforts are designed to	1,000 Targeted Allocation Translation Services 1,000 Targeted Allocation Redesignation / reclassification support (materials, perishables)

		address identified gaps while simultaneously enhancing instructional clarity and coherence, ensuring improved outcomes and access to high-quality learning for all students.	
3.5	Inclusion and engagement - EL, AVID, and students with disabilities socialize and participate in activities during school and after school (books, materials, perishables, timesheets, stipends, etc.); increase parent engagement	This goal prioritizes underperforming low income students, Foster Youth, English Learners, and SWD by providing targeted academic and social-emotional supports, including strengthened Tier 1 instruction, intervention, and expanded learning opportunities. These efforts are designed to address identified gaps while simultaneously enhancing instructional clarity and coherence, ensuring improved outcomes and access to high-quality learning for all students.	16,000 Targeted Allocation Inclusion and Engagement

Annual Review

SPSA Year Reviewed: 2025-26

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.

Peterson Middle School's subgroup performance data indicates a need for accelerated growth for Latino/a/x and Low Income students in both ELA and Math. While incremental progress is evident, current performance levels remain below district benchmarks. In alignment with SCUSD LCAP goals, Peterson will focus on increasing subgroup performance through strengthened Tier 1 instruction, targeted intervention, expanded learning opportunities such as afterschool tutoring, and a continued emphasis on teacher clarity and collective teacher efficacy. These efforts are designed to support significant annual growth and reduce achievement gaps over time.

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 in person this year. Our vice principal supported an ELAC workshop for ML families that helped parents connect to staff and Aeries. This was a well-attended event but reinforced the need for multiple opportunities to

remind families which includes emails, Parent Square communication, and personal calls to parents to support parental attendance.

The Peterson Assistance Team (PAT) met monthly to identify students who may be in need of more academic, social-emotional, and behavioral support than our tier 1 in-class supports.

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. Tier 1 will be supported but we will also identify tier 2 and 3 strategies and interventions to support students in the margins.

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.

In response to identified student needs, Peterson will implement a strategic shift in budget allocation to prioritize direct student support. This includes expanding afterschool tutoring with a focus on English Learners and students performing below grade level, while maintaining access for all students.

Afterschool tutoring will provide structured, small group instruction focused on reading comprehension, writing, and mathematics, as well as opportunities for guided practice and skill reinforcement. This additional instructional time is designed to support students who are currently performing below grade level, including the 138 students identified as significantly below grade level in reading.

In addition, Lunch Bunch will serve as a complementary support structure during the school day, providing a smaller, more personalized setting where students can receive both academic and social-emotional support.

To ensure effective implementation, funding will be allocated to support teacher and staff involvement through timecards, additional supervision, and structured program support. This investment reflects a clear alignment between identified student needs and resource allocation. These targeted supports will directly benefit English Learners, Students with Disabilities, and students performing below grade level by providing increased access to instruction, personalized support, and additional learning time. At the same time, strengthening collective teacher efficacy and teacher clarity across classrooms enhances the overall MTSS framework, ensuring that all students benefit from a more responsive, equitable, and supportive learning environment.

Collectively, these data-informed and instructionally aligned actions position Peterson to continue closing achievement gaps, accelerate student growth, and ensure that all students are supported in reaching grade-level proficiency and beyond.

As part of this broader commitment to alignment and equity, Peterson will continue to strengthen a unified instructional program for all students. As students transition into middle school, supports will be intentionally aligned across all classes to ensure consistency in expectations, access, and instructional quality.

There is currently no meaningful curricular distinction between Peterson+ and non-Peterson+ classes. Students receive comparable levels of challenge, pacing, and instruction across sections. As a result, the continuation of a separate designation is no longer necessary.

This shift reflects a thoughtful and collaborative process aligned with both site and district priorities. It reinforces a shared commitment to equity, access, and high-quality instruction for all students. By moving to a fully aligned instructional model, Peterson ensures that every student benefits from consistent learning experiences and support systems.

Removing the designation simplifies the student experience and eliminates the need for families to navigate a lottery or placement process. All students will have equal access to rigorous coursework, strong instructional practices, and the supports needed to be successful.

This transition represents an important step forward in aligning with district values and strengthening the overall educational experience at Peterson. It ensures coherence across classrooms, promotes consistency in instruction, and upholds the school's commitment to providing high levels of learning for every student.

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	\$158,239.00
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	\$137,708.00
Targeted Carryover	\$20,531.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$158,239.00

Total of federal, state, and/or local funds for this school: \$158,239.00

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	137,708	0.00
Targeted Carryover	20,531	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	137,708.00
Targeted Carryover	20,531.00

Expenditures by Budget Reference

Budget Reference	Amount
	26,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Targeted Allocation	137,708.00
	Targeted Carryover	20,531.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	53,980.00
Goal 2	72,759.00
Goal 3	31,500.00

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
- 2 Secondary Students

Name of Members	Role
Rick Hayashi	Principal
Angela Kretsch	Other School Staff
Miriam Fiorenza	Classroom Teacher
Jonathan Dune	Classroom Teacher
Ashley Frost	Other School Staff
Linda Pfeifer	Other School Staff
Kaushik Roy	Parent or Community Member
Rohit Tirumala	Parent or Community Member
Kathleen McCune	Parent or Community Member
Ruhee Nigham	Secondary Student
Asher Friedman	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 21, 2026.

Attested:

Y. H.

Principal, Rick Hayashi on April 21, 2026

Kaushik Roy

SSC Chairperson, Kaushik Roy on April 21, 2026