

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John R. Peterson Elementary School	30-66530-6028872	02/24/2021	03/09/2021

Purpose and Description

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

Schoolwide Program

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

Peterson Elementary School's SPSA maximizes the available resources and is aligned with the HBCSD Local Control and Accountability Plan (LCAP) which focuses on Common Core State Standards, Communication with our school community through engagement and improved services and connections that support academic success for all district students through the provision of a safe and supportive environment. Additionally, Peterson's SPSA also represents the goals and programs required in the Every Student Success Act (ESSA). As authorized in ESSA, Peterson's SPSA supports improving student group performance through the use of funding described in their annual goals, strategies, proposed expenditures and activities for specific student groups.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

A parent survey sent in June 2020 to gather input about distance and in-person learning options, including health and safety factors and assessing needs for the 2020-2021 school year. Of the 3,964 families surveyed, 2,851 responded (72% response rate), 56.3% families preferred a traditional model, 45.5% found a hybrid model suitable, and 73.7% did not prefer a 100% virtual or distance learning model of reopening schools. The results were presented and shared with the community at the July 22, 2020 Board Study Session and posted on the District's website.

At the conclusion of the 2019-2020 school year, a survey was given to families, teachers, and staff to provide input and planning for the 2020-2021 school year.

Survey results indicated the following needs:

- 1) Preference for traditional schedule
- 2) Priority for Health and Safety measures to be taken to ensure safe return to school
- 3) Increase in access and frequency of communication with teacher
- 4) Increase in variety of learning opportunities and programs to mirror that of in-person instruction
- 5) Provide ongoing professional development and resources to support distance learning

An additional survey was shared with staff and families on August 14 through 28 to solicit interest in distance learning for the full year, or blended model when deemed safe to do so. Ten percent of HBCSD families elected to participate in distance learning for the 2020-2021 school year with 21 teachers volunteering to teach in distance learning for the 2020-2021 school year.

The California Healthy Kids Survey was administered to students and parents of 5th/7th graders and to all staff in 2019-2020.

Results from the survey indicate areas of need as: Problem Solving, Meaningful Participation

Classroom Observations

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

The site administration completes formal and informal classroom observations. Formal observations are completed in compliance with the Collective Bargaining Agreement between the Huntington Beach City School District and Huntington Beach City Teacher's Association. Informal observations are completed on a daily basis and at different times throughout the day. Data from informal observations is used by the administrator to review and guide instructional practices throughout the school. All data collected assists in the facilitation of collaborative activities involving teachers and administration on a regular basis. Observational data is another source of information to support the exchange of open dialogue and honest discussion on the academic needs of students. These informal observations will also focus on the implementation of instructional strategies and methods which support Peterson's goals and objectives.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

A variety of assessment tools are used to diagnose student needs and tailor intervention strategies. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments are administered to all students a minimum of three times a year. District-wide benchmark exams are administered three times throughout the school year to continually measure student achievement toward grade level standards. Results are used to plan instruction and monitor student achievement. Student work samples in all areas inform teachers' instructional practice. Teachers use data from HM theme tests, collaboratively developed common assessments, and guided reading/reciprocal teaching to assess student performance in reading. Teachers modify their instruction accordingly. Grade level teams examine student performance data to identify grade level goals. A trimester progress report and standards based report card are in place to better communicate student progress and skill mastery.

State, district and local assessments are used to measure student performance and to evaluate programs. Data from SBAC, multiple measures, and the district Summative Benchmark Assessment are examined yearly, trends are analyzed, and school-wide program decisions are made. Each year ELPAC scores are used to identify the progress of new second language learners to our school. Those who showed no growth on multiple assessment measures qualify for intense language intervention.

Psycho-educational assessments are administered to students who have been referred for additional testing through the Student Study Team process. For those students who qualify, an Individual Education Plan (IEP) is written, which may include goals in one or more of the following areas: speech/language, academic performance, occupational therapy, social skills and adaptive physical education.

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

Throughout the school year, Peterson staff monitor student progress and modify instruction as needed. Teachers review the data from benchmark and other common assessments to determine student level of proficiency and then make instructional changes as necessary. Peterson implements district-wide assessments in ELA and math to measure student progress based on the California Common Core Standards. We also use our scores from DIBELS and collaboratively developed common assessments to measure progress. Teachers review the data from assessments to identify student levels of proficiency to determine if instructional changes or student support is needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the teaching staff at Peterson is ESEA compliant.

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

All teachers are required to attend trainings on SBE-adopted instructional materials.

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

High quality staff development is essential to creating schools wherein all students and staff members are learners who continually improve their performance. Staff development at Peterson School is guided by three questions: What are all students expected to know and be able to do? What must teachers know and do in order to ensure student success? Where must we focus our staff development efforts to meet both goals?

At the beginning of each school year, we analyze school-wide and grade level student performance assessment data to set goals and develop action plans that include staff development. Teachers regularly engage in dialogue about best practice and research-based instruction during grade level and staff meetings. Building capacity in Peterson teachers has always been a focus and thus teacher leaders provide ongoing support, coaching, and training.

In teams, individually, and in collaboration with the site administrator during the instructional supervision process, teachers reference the California Standards for the Teaching Profession as a tool to reflect upon their own performance and to identify areas for individual and collective growth. During the instructional supervision process, the Site Administrator facilitates conversations that include opportunities for reflection and inquiry through open-ended questioning.

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

This year, through support of the district office, coaching in Canvas, math, English language arts, English language development, Project Lead the Way, classroom technology, and science will be provided.

On-going classroom assistance and support is provided by our teacher leaders, Title I/EL teacher, and school level Trainer of Trainers. These professionals provide resources, classroom modeling, and intervention groups for students. The Psychologist, SAI teaches, Speech and Language Therapist and Occupational Therapist provide teacher collaboration and student support as needed and as designated in students' Individual Education Plan.

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

Teachers collaborate on a weekly/bi-weekly basis. Teachers evaluate data, instruction, assessments and curriculum as well as plan instruction together. Some grade levels work together to group students by need or curriculum area. Teachers collaborate at grade-level meetings to discuss school business, instructional topics, and other learnings. The Peterson Leadership Team meets monthly to discuss and problem solve school-wide needs and issues. This information is then disseminated to the staff through grade-level team meetings.

Teaching and Learning

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

HBCSD, as part of our professional development, will be working with teachers on how to deconstruct the Common Core Standards into Measurable Objectives, which will be used in lesson development. Assessment will also be developed during the process to assure that teaching objectives are measured to determine student mastery. Staff development focused on Common Core Standards will be provided and disseminated to staff in all grade level and Special Education. Materials will be purchased in the future when it is determined which materials best meet the needs of developed measurable objectives

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

Peterson meets the state recommendation for instructional minutes for ELA and math. Additionally, with the implementation of Common Core, our school incorporates concepts included in Social Studies and Science into the ELA curriculum through the use of informational text materials that are aligned to the standards.

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

During the 2020-2021 school year, the staff will continue to implement common pacing practices, based on PLC discussions and benchmark standards sequence schedule, for mathematics and language arts. Staff continue to refine these practices and adjust pacing based on student performance results, and the implementation of a new Language Arts curriculum and new science curriculum. Teachers use backward mapping to ensure all curriculum areas and content standards are covered during the school year. Through data analysis, students in need of intervention and support are identified. Interventions are implemented and progress monitored.

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

The measurable objectives and assessments created by teachers will generate a needs assessment for materials necessary to support instruction. The district is utilizing research based programs that address the Common Core Standards such as CGI/ECM, MIND Institute, and Thinking Maps. To decrease the achievement gap for identified subgroups, Peterson Elementary School uses a systematic, data-based, Three Tier method called Response to Intervention (RtI) to examine the cause-effect relationship(s) between academic and/or behavioral interventions and the student's response to the intervention..

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

In addition to the SBE adopted and standards-aligned instructional materials, the Peterson staff has selected instructional materials appropriate for programs that support the specific needs of our targeted subgroups. Content oriented materials with appropriate reading and interest levels have been purchased. Intervention materials including leveled readers and research based programs are utilized. Number Talks and CGI/ECM books and training have been provided to the teachers. Staff continues efforts to identify and purchase materials/resources that better assist our EL and at-risk students. Identified Title I students are provided targeted instruction using Stepping Stones to Literacy, Sound Partners, Sound Spelling Cards, phonics readers, eSolutions and Accelerated Reader.

Opportunity and Equal Educational Access

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

Throughout Peterson's instructional program, all students receive access to adopted core materials in the general education, GATE centered classrooms. The classroom teacher is responsible to differentiate and remediate in the classroom. "Universal Access" strategies are applied by classroom teachers to better meet the needs of all their students. Parent and community volunteers are utilized at all grade levels to enable targeted, small group and individual instruction. All classroom teachers regularly incorporate all modalities in their instruction. GLAD, ELD and SDAIE strategies, Thinking Maps and GATE Icons for depth and complexity are incorporated across curriculum areas. Teachers use guided reading and reciprocal teaching strategies during small and whole group instruction. Grouping for guided reading is dynamic as young readers change rapidly as they take on new skills in reading. Teachers use a variety of instructional approaches to address the needs of the individual learner. Identified students also have access to Tier II strategic interventions for reading. Within the classroom, students are grouped when needed and then receive specific instruction in their areas of need based on assessment data from multiple sources. Fourth and fifth grade students are leveled across the grade level for math instruction.

Grade level teams collaborate on a semi-monthly basis as a team to develop goals, plan instruction, analyze student performance data, identify intervention strategies, and develop common assessments.

Categorical and donation funding provides staff development, teacher release time for collaboration, library books, grade-level specific reader sets, STEM kits (Project Lead the Way), subscriptions to informational text, technology and technology related materials, and additional ELL materials to support research-based instruction for under-performing students. Additional intervention time is provided within the school day and organized by each grade level team.

Evidence-based educational practices to raise student achievement

Through professional development, Peterson teachers are trained to ensure all students are engaged in learning and mastery. Additionally, ST Math and CGI/ECM are utilized school-wide to enhance learning and build problem solving skills in all students. Other research-based educational practices used to raise student achievement include, but are not limited to: Write From The Beginning, Pathways to Proficiency, GLAD, Factwise, Sound-Spelling, GATE Depth & Complexity icons DIBELS NEXT, Raz Kids, ALEKS, PLTW and project-based learning models.

Parental Engagement

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

Community health services are utilized to help students and parents as needed. Outreach and Phoenix House counselors provide individual, group and family counseling services to at-risk students at no charge to the family. Free and reduced lunch is provided. Before and after school day care is available through a fee based YMCA program. Huntington Beach Educational Foundation raises funds to support programs that benefit "at-risk" students both directly and indirectly by funding teacher written grants. Over 30,000 hours of volunteer time are contributed annually providing additional opportunities for individual and small group targeted instruction. Our Peterson PTA runs Whale Tales two days per week to give students the opportunity to read with an adult and complete AR quizzes.

At Peterson, teachers meet in grade level teams on a weekly and monthly basis to review student progress and to develop intervention strategies to address the needs of under-performing students. A referral system is in place to request the additional support and guidance from the Student Study Team(SST). The Special Education Team and Site Administrator meet monthly or as-needed to discuss student progress and referrals to the Student Study Team. A School Psychologist is available 5 days per week and serves as an additional resource. Students who continue to struggle with the general education curriculum in spite of receiving significant intervention and supports are referred for a Psycho-Educational Assessment with a multidisciplinary team as determined by the suspected disability or disabilities. In addition, Outreach Concern and Phoenix House counseling is available through referral 5 days per week.

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

Stakeholders from across the district meet regarding the HBCSD Local Control Accountability Plan (LCAP) to develop and revise priorities for budgeting.

Through the identification of priority areas, the analysis of parent input and student achievement data, the Peterson staff worked collaboratively to develop the goals for the SPSA.

The programs offered at Peterson are annually reviewed by the staff. Parents have the opportunity to learn about and review programs during the annual Back-to-School Night, Parent/Teacher Conferences, PTA meetings, Title I Night, DAC meetings, ELAC meetings, and School Site Council meetings. Additionally, individual conferences with the teacher or Site Administrator regarding a program can be scheduled at any time.

The School Site Council (SSC) and English Language Advisory Committee (ELAC) have been provided copies of the goals identified in this plan and have been surveyed regarding needs specific to English Language Learners and At-Risk students at Peterson. Peterson's SSC also works with the District English Language Advisory Committee to solicit feedback relative to performance. During the Annual Title I Parent meetings, parents are provided information regarding student achievement, state standards and options available at Peterson to improve student achievement. Peterson's SSC is annually provided the opportunity to review draft copies of the SPSA and provide feedback and recommendations. In addition, during each SSC meeting, members are able to vote on important issues related to the SPSA as a working document.

Funding

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

The following programs, materials, personnel, and staff development are provided (in part) by categorical funds:

- Title I/EL Teacher: assists classroom teachers by providing small group targeted instruction to identified students in areas of need
- Research based programs including, but not limited to, AR, Read Naturally, Raz Kids, Pathways to Proficiency, Thinking Maps, Dibels, ALEKS, CGI/ECM and ST Math are also utilized; however they are not solely funded with categorical money
- Leveled Accelerated Reader Books including non-fiction titles
- Curriculum-related training in: math, ELA/ELD, classroom technology, Factwise, Typing Club, Discovery Education, GATE Certification, STEM, ST Math and CGI/ECM Math)
- Staff Development in Reading, English Language Development, Math, Common Core, ELA/ELD Framework, GATE Instruction, Behavior Modification, Technology and Emergency Preparedness.
- Semi-monthly grade level collaboration time and weekly grade level collaboration
- SST/504 Coordinator; AR Coordinator, Math and ELA/ELD Coaches, and technology coordinator
- Support materials/resources for instruction
- After-School Tutoring

Fiscal support (EPC)

Fiscal support includes state funding consisting of general funds and categorical funds for English Learners (LCFF-EL); federal funds (Title I); PTA donations; Partners in Progress sponsorships and indirect donation.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder involvement is a critical component of the development of the SPSA. Insert school name's SPSA is a collaborative process involving district staff, site staff, and community stakeholders. There are many ways to become involved in the educational process at Insert school name and district level. Several meetings, at the site level take place in the fall to look at data and formulate goals for the school year based on school needs. District staff then joins the discussions to offer budgetary information and instructional support to ensure that the site goals are aligned with the district LCAP goals. Insert school name informs parents through the school newsletter of all parent meetings at the school and district levels such as School Site Council (SSC), English Learner Advisory Committee (ELAC), District Advisory Council and District English Learner Advisory Communities (DAC/DELAC). After these initial meetings, site administration develops a SPSA draft to present to the School Site Council and PTSA for additional parental input. During these parent meetings, School Site Council is also provided an opportunity to complete an annual review of the previous year's SPSA goals. These community groups collaborate to help finalize the SPSA draft before it goes for School Board approval.

A parent survey sent in June 2020 to gather input about distance and in-person learning options, including health and safety factors and assessing needs for the 2020-2021 school year. On July 27, four work groups totaling 69 members, consisting of administrators, teachers, classified staff, and parents, assembled the plan for the Learning Continuity and Attendance Plan (LCAP). Work groups consisted of safety and logistics, curriculum and instruction, health and hygiene, and mental health and wellness. The specific make up of the groups represented an interdisciplinary approach including the interests and perspectives from health services, academics, special education, site

operations, technology, assessment and accountability. Parents represented families from cross section of stakeholders including District English Language Advisory Committee (DELAC), Parent Teacher Association (PTA), parents of students receiving special education services, and students from Title I schools. Classified and certificated staff, including members of the association's leadership teams, were included in the work groups. An additional survey was shared with staff and families on August 14 through 28 to solicit interest in distance learning for the full year, or blended model when deemed safe to do so.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.73%	0.79%	0.6%	5	5	4
African American	0.44%	0%	0.2%	3	0	1
Asian	8.49%	7.78%	8.7%	58	49	54
Filipino	0.88%	1.43%	1.1%	6	9	7
Hispanic/Latino	19.33%	18.73%	21.4%	132	118	133
Pacific Islander	0.29%	0.16%	%	2	1	
White	56.95%	56.03%	53.7%	389	353	334
Multiple/No Response	11.57%	2.54%	11.7%	79	79	73
	Total Enrollment			683	630	622

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	97	95	67
Grade 1	98	93	98
Grade 2	131	99	104
Grade3	126	131	100
Grade 4	98	117	127
Grade 5	133	95	126
Total Enrollment	683	630	622

Conclusions based on this data:

- Peterson has maintained a fairly consistent enrollment pattern over the past three years and projections remain stable.
- Peterson's student body's ethnic identifications remain fairly unchanged year-to-year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	40	46	49	5.9%	7.3%	7.9%
Fluent English Proficient (FEP)	42	34	41	6.1%	5.4%	6.6%
Reclassified Fluent English Proficient (RFEP)	0	5	1	0.0%	12.5%	2.2%

Conclusions based on this data:

1. Although Peterson is making progress addressing the academic needs of our ELL students, additional work is needed as recent reclassification guidelines have resulted in a restriction of reclassified students.
2. ELL support and intervention continues to be an area of need and targeted intervention continues to be an area of exploration.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	136	103	122	136	103	122	136	103	122	100	100	100
Grade 4	93	136	99	92	136	97	92	136	97	98.9	100	98
Grade 5	120	94	133	120	92	131	120	92	131	100	97.9	98.5
All Grades	349	333	354	348	331	350	348	331	350	99.7	99.4	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2469.	2460.	2455.	47.06	41.75	35.25	22.06	16.50	30.33	16.91	25.24	16.39	13.97	16.50	18.03
Grade 4	2531.	2537.	2526.	51.09	63.24	51.55	31.52	16.91	20.62	8.70	10.29	12.37	8.70	9.56	15.46
Grade 5	2578.	2556.	2580.	53.33	38.04	57.25	30.83	43.48	23.66	11.67	9.78	9.92	4.17	8.70	9.16
All Grades	N/A	N/A	N/A	50.29	49.55	48.00	27.59	24.17	25.14	12.93	14.80	12.86	9.20	11.48	14.00

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	41.91	41.75	40.16	37.50	41.75	42.62	20.59	16.50	17.21	
Grade 4	43.48	52.94	47.42	48.91	36.76	35.05	7.61	10.29	17.53	
Grade 5	45.83	42.39	57.69	46.67	51.09	31.54	7.50	6.52	10.77	
All Grades	43.68	46.53	48.71	43.68	42.30	36.39	12.64	11.18	14.90	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	49.26	35.92	30.33	35.29	44.66	49.18	15.44	19.42	20.49
Grade 4	50.00	59.56	48.45	40.22	30.88	40.21	9.78	9.56	11.34
Grade 5	68.33	51.09	62.31	27.50	35.87	30.00	4.17	13.04	7.69
All Grades	56.03	49.85	47.28	33.91	36.56	39.54	10.06	13.60	13.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.88	26.21	25.41	61.03	67.96	66.39	8.09	5.83	8.20
Grade 4	34.78	38.24	34.02	59.78	56.62	57.73	5.43	5.15	8.25
Grade 5	35.00	26.09	39.23	59.17	63.04	55.38	5.83	10.87	5.38
All Grades	33.33	31.12	32.95	60.06	61.93	59.89	6.61	6.95	7.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46.32	38.83	36.07	44.85	44.66	47.54	8.82	16.50	16.39
Grade 4	46.74	56.62	42.27	45.65	34.56	46.39	7.61	8.82	11.34
Grade 5	50.00	39.13	61.54	43.33	47.83	30.00	6.67	13.04	8.46
All Grades	47.70	46.22	47.28	44.54	41.39	40.69	7.76	12.39	12.03

Conclusions based on this data:

1. The percentage of our students in grades 3-5 meeting or nearly meeting standards continues to hold steady over a three year average. However the percentage of students below standards has increased 100% in third grade students.
2. Improving students' writing skills is a focus area for Peterson. All grade levels showed an increase in the percentage of students at/above standard in writing. All teachers have been re-trained in Write From The Beginning and campus-wide implementation in the 2019-2020 school year is expected to bring continued increases in student achievement in this assessed area for 2020-2021 and beyond.
3. Nearly 50 percent of students in 3rd-5th grade are exceeding academic standards in reading. This assessed area continues to witness year-over-year gains at the upper end. Students scoring below standard is no longer growing. Additionally, when performing a cohort analysis, even greater gains are realized year-over-year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	136	103	123	136	103	123	136	103	123	100	100	100
Grade 4	93	136	99	93	136	98	93	136	98	100	100	99
Grade 5	120	94	133	120	92	133	120	92	133	100	97.9	100
All Grades	349	333	355	349	331	354	349	331	354	100	99.4	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2475.	2458.	2463.	41.18	33.01	31.71	27.94	24.27	34.15	17.65	28.16	17.89	13.24	14.56	16.26
Grade 4	2525.	2534.	2509.	37.63	49.26	35.71	35.48	25.00	22.45	21.51	16.91	27.55	5.38	8.82	14.29
Grade 5	2563.	2539.	2573.	46.67	35.87	54.14	24.17	19.57	17.29	17.50	27.17	15.04	11.67	17.39	13.53
All Grades	N/A	N/A	N/A	42.12	40.48	41.24	28.65	23.26	24.58	18.62	23.26	19.49	10.60	12.99	14.69

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	55.15	40.78	48.78	28.68	34.95	30.08	16.18	24.27	21.14	
Grade 4	55.91	58.82	46.94	29.03	30.15	30.61	15.05	11.03	22.45	
Grade 5	52.50	41.30	60.15	29.17	33.70	24.06	18.33	25.00	15.79	
All Grades	54.44	48.34	52.54	28.94	32.63	27.97	16.62	19.03	19.49	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.79	38.83	41.46	39.71	44.66	41.46	12.50	16.50	17.07
Grade 4	38.71	48.53	33.67	46.24	38.24	44.90	15.05	13.24	21.43
Grade 5	50.83	32.61	49.62	36.67	45.65	36.09	12.50	21.74	14.29
All Grades	46.42	41.09	42.37	40.40	42.30	40.40	13.18	16.62	17.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46.32	40.78	45.53	40.44	36.89	35.77	13.24	22.33	18.70
Grade 4	45.16	52.94	36.73	41.94	36.03	48.98	12.90	11.03	14.29
Grade 5	39.17	31.52	45.86	50.00	56.52	39.85	10.83	11.96	14.29
All Grades	43.55	43.20	43.22	44.13	41.99	40.96	12.32	14.80	15.82

Conclusions based on this data:

1. 3rd-5th grade students scoring meets/exceeds continues to outperform state averages; however, our students scoring below standard continue to increase year-over-year as well. Additional in-class interventions should be considered.
2. Fourth grade continues to be an area of challenge and should be looked at for further instructional support.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	7
Grade 1	*	*	*	*	*	*	*	6
Grade 2	*	1492.5	*	1507.4	*	1477.3	*	11
Grade 3	*	*	*	*	*	*	*	6
Grade 4	*	*	*	*	*	*	*	7
Grade 5	*	*	*	*	*	*	*	8
All Grades							42	45

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*		*	*	*
2	*	18.18	*	63.64		0.00		18.18	*	11
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	66.67	28.89	*	40.00	*	11.11	*	20.00	42	45

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
2	*	54.55	*	27.27		0.00		18.18	*	11
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	73.81	53.33	*	20.00	*	6.67	*	20.00	42	45

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	*	*
1	*	*		*	*	*		*	*	*
2	*	9.09	*	45.45	*	27.27		18.18	*	11
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	47.62	11.11	*	37.78	*	31.11	*	20.00	42	45

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
2	*	36.36		45.45		18.18	*	11	
3	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	
All	69.05	31.11	*	46.67	*	22.22	42	45	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	63.64	*	18.18		18.18	*	11
All Grades	78.57	62.22	*	17.78	*	20.00	42	45

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
2	*	0.00	*	81.82	*	18.18	*	11
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	45.24	26.67	30.95	46.67	*	26.67	42	45

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
2	*	9.09	*	63.64		27.27	*	11
4	*	*	*	*	*	*	*	*
All Grades	61.90	13.33	33.33	62.22	*	24.44	42	45

Conclusions based on this data:

1. As 2018-2019 was the initial year of testing, no observable trends have been documented. Peterson's EL population tends to remain fairly stable, numerically.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
630	22.1	7.3	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	46	7.3
Foster Youth	2	0.3
Homeless	3	0.5
Socioeconomically Disadvantaged	139	22.1
Students with Disabilities	71	11.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	5	0.8
Asian	49	7.8
Filipino	9	1.4
Hispanic	118	18.7
Two or More Races	79	12.5
Pacific Islander	1	0.2
White	353	56.0

Conclusions based on this data:

1. Traditionally underrepresented and socioeconomically disadvantaged student groups historically underperform their same-age peers. These identified student groups should be closely monitored utilizing formative assessments throughout the school year in order to provide targeted intervention services as-needed.
2. The largest subgroups at Peterson are: socioeconomically disadvantaged, students with disabilities, Asian, Hispanic and Two or More Races.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Peterson enjoys low suspension rates campus-wide; however, chronic absenteeism continues to be an area that could benefit from additional attention and cooperation between school and community members.
2. While the 2019 Fall Dashboard indicates an 'orange' level suspension rate, measures have been put into practice on campus and this rate is progressing in the appropriate direction.

School and Student Performance Data

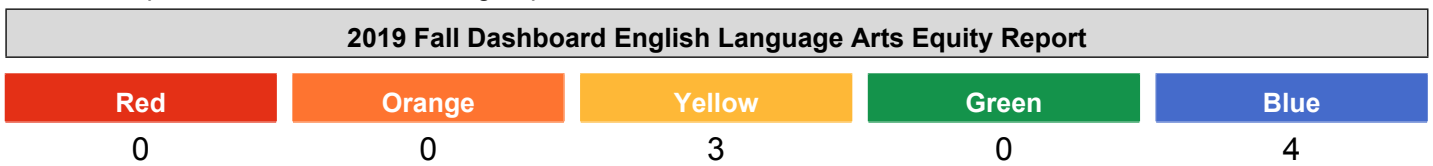
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>53.6 points above standard</p> <p>Maintained ++0.9 points</p> <p>342</p>	<p>English Learners</p> <p>Blue</p> <p>21.5 points above standard</p> <p>Increased Significantly ++26.8 points</p> <p>32</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>8.8 points above standard</p> <p>Maintained ++2 points</p> <p>84</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>41 points below standard</p> <p>Increased ++12.3 points</p> <p>52</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 116 points above standard Maintained -1.5 points 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.8 points above standard Maintained ++2.1 points 64	 Blue 61.3 points above standard Maintained ++2.4 points 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 57.5 points above standard Maintained ++0.2 points 200

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
53.4 points below standard Increased ++7.7 points 15	87.6 points above standard Increased ++4.6 points 17	55.4 points above standard Maintained -1.2 points 301

Conclusions based on this data:

- Our 3rd-5th graders continue to perform well in English Language Arts with an overall 'above standard'.
- Our Students with Disabilities and English Learner subgroups increased achievement 12.3 points and 26.8 points, respectively. English Learners have moved into the 'blue' band while Socioeconomically Disadvantaged and Students with Disabilities continue to lag in performance although they are both trending in the appropriate direction.
- Our Socioeconomically Disadvantaged students continue to increase academic achievement.

School and Student Performance Data

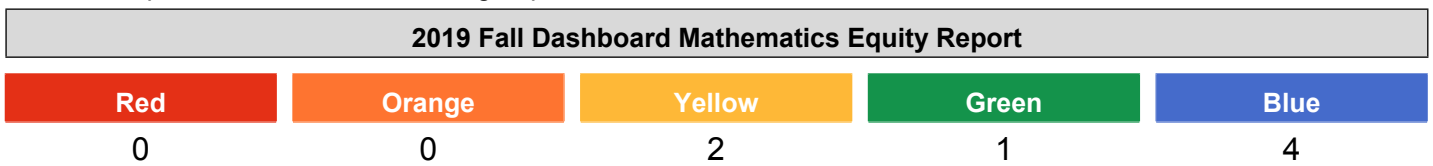
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Blue 35.4 points above standard Increased ++3.3 points 342	<p>English Learners</p> Blue 25.8 points above standard Increased Significantly ++37.6 points 32	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> Green 3.5 points below standard Increased ++8.9 points 84	<p>Students with Disabilities</p> Yellow 39.4 points below standard Increased ++14.3 points 52

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 105.4 points above standard Maintained -1.9 points 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13 points below standard Maintained ++1.2 points 64	 Blue 40.1 points above standard Maintained ++1.3 points 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 38.5 points above standard Increased ++5.2 points 200

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
40.6 points below standard Increased Significantly ++16.5 points 15	84.4 points above standard Increased Significantly ++24.5 points 17	35.2 points above standard Maintained ++1.1 points 301

Conclusions based on this data:

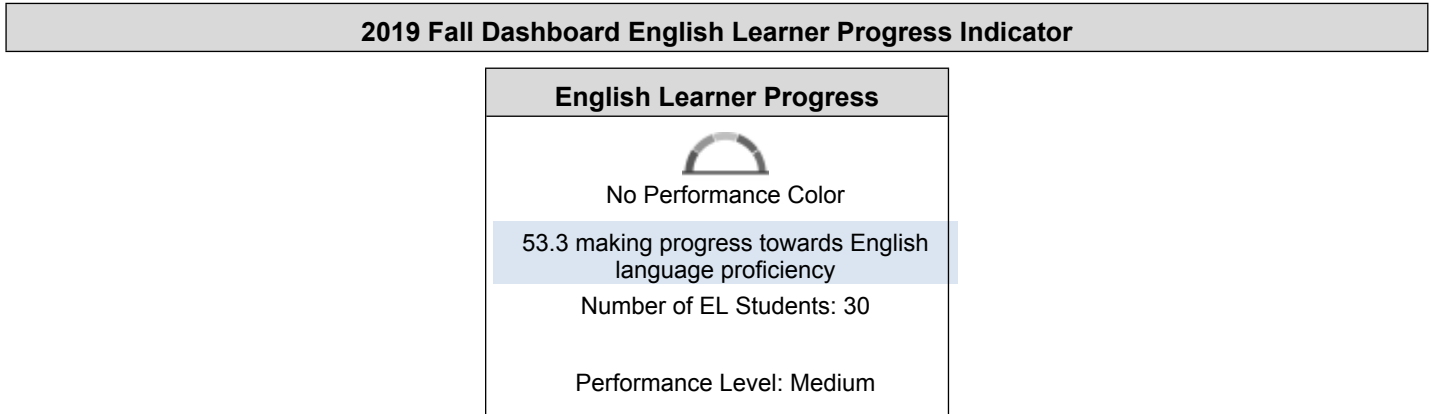
1. Socioeconomically Disadvantaged students continue to underperform their same-age peers; however, for the last assessed year, gains were realized.
2. Peterson's English Learners group has made significant gains, moving the subgroup into the 'blue' level.
3. Although Peterson's Disabilities subgroup is currently performing below standard, significant gains were realized this year.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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.

2019 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
26.6		16.6	36.6

Conclusions based on this data:

1. Although Peterson's EL population is small in number, the majority of students in this subgroup (53.3%) continue to progress (or maintain a Level 4).
2. Across campus, a more intentional focus on ELA curriculum (i.e. Write from the Beginning) has been made in the 2019-20 school year.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

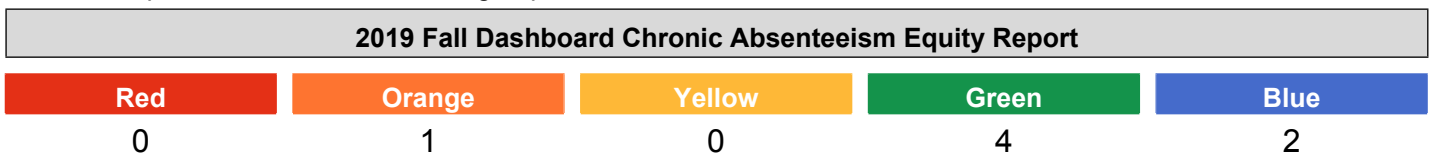
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>3.9</p> <p>Declined -0.7</p> <p>711</p>	<p>English Learners</p> <p>Orange</p> <p>7.7</p> <p>Increased +3.4</p> <p>52</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>5.1</p> <p>Declined Significantly -3.1</p> <p>176</p>	<p>Students with Disabilities</p> <p>Green</p> <p>5</p> <p>Declined -1</p> <p>101</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Blue 1.6 Maintained +0.2 61	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.9 Declined -1.1 143	 Blue 2.2 Declined -2.3 91	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 4.3 Declined -0.7 399

Conclusions based on this data:

1. Campus-wide, Peterson has made progress in reducing chronic absenteeism in nearly all student categories; however, our English Learners subgroup could be an area for focus.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

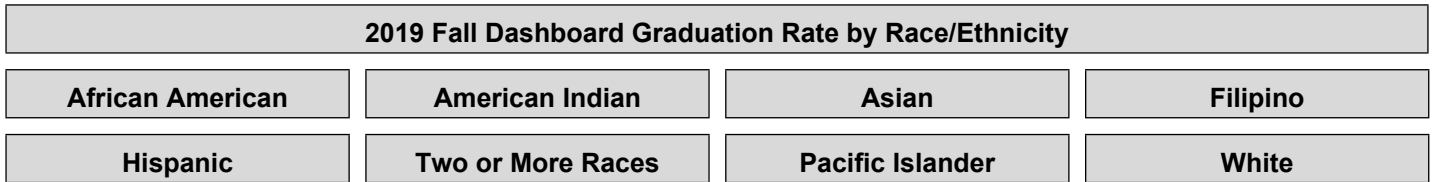
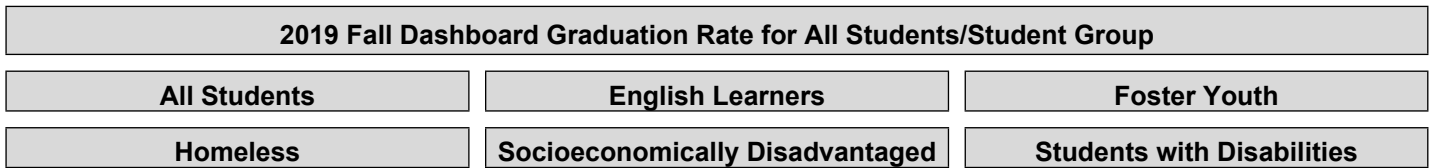
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

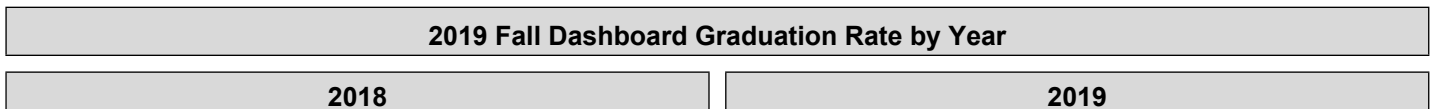
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

School and Student Performance Data

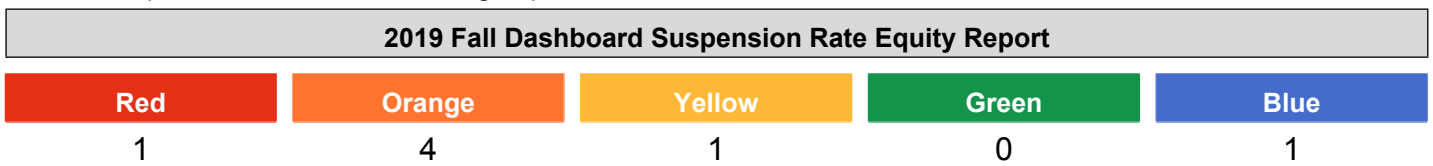
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.2</p> <p>Increased +0.8</p> <p>717</p>	<p>English Learners</p> <p>Orange</p> <p>3.8</p> <p>Increased +3.8</p> <p>52</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.8</p> <p>Increased +0.9</p> <p>176</p>	<p>Students with Disabilities</p> <p>Red</p> <p>6.9</p> <p>Increased +3</p> <p>101</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 5	 Orange 1.6 Increased +1.6 62	 No Performance Color Less than 11 Students - Data 7
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.8 Maintained -0.2 144	 Blue 0 Maintained 0 91	 No Performance Color Less than 11 Students - Data 2	 Orange 2.5 Increased +0.9 403

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.4	2.2

Conclusions based on this data:

1. After a one-year increase, student suspension rates have leveled back to previous average rates and continue to decline in quantity.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Best First Instruction

Goal 1

HBCSD will provide best first instruction for all of our students and support that instruction through supplemental programs for those students with needs by providing access to a standards-based program (English Language Arts, Mathematics, Science, Social Studies, Fine Arts and Physical Education) and supporting all employees with comprehensive Professional Development to support each staff member with the skills to be successful.

Identified Need

Increased student achievement for all students in assessed areas of English Language Arts and Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC 2020-2021 ELA Summative 3rd	65.6% Met Achievement Standards (2019)	Increase of 3% to 69% (2021)
SBAC 2020-2021 Math Summative 3rd	65.9% Met Achievement Standards (2019)	Increase of 3% to 69% (2021)
SBAC 2020-2021 ELA Summative 4th	72.2% Met Achievement Standards (2019)	Increase of 3% to 75% (2021)
SBAC 2020-2021 Math Summative 4th	58.2% Met Achievement Standards (2019)	Increase of 3% to 61% (2021)
SBAC 2020-2021 ELA Summative 5th	81.0% Met Achievement Standards (2019)	Increase of 3% to 84% (2021)
SBAC 2020-2021 Math Summative 5th	71.4% Met Achievement Standards (2019)	Increase of 3% to 74% (2021)
All Peterson certificated staff will utilize Canvas as an LMS	New goal, zero usage in 2019-2020 school year	100% of teaching staff utilize Canvas as an LMS (2021)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2 Bilingual Instructional Assistants - provide EL support/intervention- work directly with English Learners identified by providing small group instruction or one-on-one support. They will provide support in both the virtual model using ZOOM or by phone. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,680.00	Title III Immigrant Education Program
	LCFF - Supplemental
	Title III Part A: Language Instruction for LEP Students
	General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Distance Learning Playbook - professional development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,008.00	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student licenses for Ed Club (Typing Club)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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940.00

LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Acadience licenses/materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

921.00

LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Illuminate Education licenses- Illuminate provides comprehensive assessment, MTSS collaboration and management, and real-time dashboard tools for data-driven educators.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,770.00

LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher stipends for professional development and curriculum development- HBCSD heavily invested in professional development to support teachers and staff in providing in-person, blended/hybrid and distance learning instructional models. Almost 50 hours of professional development were offered in the use of Clever, SeeSaw, Canvas, addressing unfinished learning in ELA and Math, social emotional learning, trauma informed practices, Distance Learning Playbook, and twelve modules to address various delivery models for in-person, blended and distance learning. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English learners, and low income students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

22,058.00

Source(s)

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

At-risk Students

Strategy/Activity

Sonday System Intervention - comprehensive line of materials to provide multi-sensory reading instruction to students from pre-K through 8th grade reading levels. Using proven Orton-Gillingham methods, the Sonday System is simple, quick to implement and highly effective.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

495.00

Source(s)

District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Destiny /Follett (library)- premier provider of books, digital content and technology solutions that help public libraries improve community outcomes through literacy and learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,939.00

Source(s)

District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Kindergarten teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

130,765.00

Source(s)

LCFF - Supplemental

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Discovery Education (Science Techbooks)- NGSS adopted textbooks and online resources

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

96,398.00

Source(s)

Lottery: Instructional Materials

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Renaissance Contract- comprehensive pre-K–12 interim and formative assessments, Renaissance Star 360® delivers the valid, reliable screening, progress monitoring, and student growth. Suite includes STAR 360, Accelerated Reader, Renaissance platform and data dashboard to drive student growth in mastery of state-specific learning standards for reading, math, and early literacy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

37,500.00

Source(s)

District Funded

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

OnPoint Consulting Services - provide PD regarding hybrid/distance learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,250.00

Source(s)

District Funded

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

TOSA to provide professional development/support (15% of salary)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,444.00

Source(s)

LCFF - Supplemental

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional staff (Classified) for student safety to address Coronavirus concerns

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

64,489.00

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Peterson teachers focus on delivering best first instruction in classrooms. Students were then identified for additional support/interventions through the utilization of Illuminate reports that were then reviewed by grade-level teams using data pulled from both formative and summative assessments (AR reports, Benchmarks, Dibels, Title 1 criteria, ELPAC data and others). Staff members participated in grade-level collaboration and PLC meetings. Identified students received Title 1 services in person through March 13th and then remotely due to school closure/Covid-19 pandemic.

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

Due to the shutdown in March 2020 resulting from the coronavirus pandemic, Peterson Elementary was unable to implement school visits and no additional release time was scheduled. Instead, instruction and school functions switched from in-person to emergency remote learning from March 13, 2020 through June 19, 2020.

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.

As a result of the coronavirus shutdown in March 2020, there were no state or local assessments administered; therefore, the data and actions related to this goal do not have measurable outcomes for the year analyzed. Data compiled from teacher and curriculum-based assessments indicate a need to continue Title 1 services to identified students. Additionally, further remediation strategies may be needed by many students as there is potential for significant learning loss due to remote learning challenges during the 2019-20 and following school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Engagement / Connections

Goal 2

By June 2021, schools will utilize various communication platforms to engage families and develop academic partnerships.

Identified Need

Although Peterson has always enjoyed significant on-campus parent participation, the pivot to distance learning and the return via the hybrid model have shown significant areas for potential growth with regard to direct parent engagement via electronic modalities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019-2020 attendance rates	Peterson's 2019-2020 ADA was 96.5%	Annual ADA rate will increase 1%
2019-2020 suspension rates	16 incidents of student suspension in 2019-2020.	25% reduction in rates of suspension on campus.
SeeSaw data	New goal, zero usage in 2019-2020 school year	All K-1 classrooms will utilize SeeSaw
Parent Square data	New goal, zero usage in 2019-2020 school year	Site will utilize PS weekly, teachers will begin utilizing PS
Canvas data	New goal, zero usage in 2019-2020 school year	All teachers will utilize Canvas as an LMS

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Document Tracking Services license -template-based documents are updated, published and shared. DTS is used for a variety of school, district and county reports for Accountability, Safety, Special Education and Business departments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

401.00

Source(s)

LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Panorama Education Service license - provides research-backed surveys to collect and take action on the information that is most critical to student success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,582.00

Source(s)

LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Follett Destiny Resource Manager- Library Manager is a complete library management system that allows librarians and administrators keep thorough, real-time track of a library's inventory and media assets and gives students a fun means of discovery and reading.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,394.00

Source(s)

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School Loop - website content to tailor homepages for district and schools based on need, resources, and ability.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8,211.00

District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Dell Laptops (all teachers) - Peterson: technology such as laptops for teachers, extra chargers student laptops, and hot spots for students. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

34,165.00

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support for increased custodial/sanitation, etc. due to coronavirus - Personal Protective Equipment (masks, face shields, disposable gloves), soap, hand sanitizer, no touch thermometers, and additional custodial supplies and resources to ensure safety and increased cleaning while on campus. Classroom and facility modifications including protective barriers, electrostatic sprayers for each site, signage, decals, posters for classrooms and exteriors to promote physical distancing, direct foot traffic, and identify entry/exit points to support physical distancing.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

83,128.00

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School counselors - SEL lessons as well as tiered supports. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English learners, and low income students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

14,040.00

District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional Hours- Health Clerks through LCAP

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,850.00

LCFF - Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Canvas (Instructure) - learning management system- Canvas learning management solution, which allows accessibility for students struggling to learn, i.e. students with disabilities, English Learners, low income students, foster youth, and students experiencing homelessness. Accessibility tools within Canvas include translation into a students' or families' first language, immersive reader which reads aloud text and directions, increased font size, dictionary tools, diminishing distractions by focusing on line of text, highlighting features, and audio and visual supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,070.00

Source(s)

District Funded

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Outreach Concern Counselors

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,750.00

Source(s)

Title I

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

SchoolsPLP digital curriculum- The digital curriculum includes pre-assessment and access to assessment to identify standards that have not been mastered and allows for acceleration of standards. Students may then access standards from previous grade levels that have not been mastered or curriculum that will extend and accelerate student mastery.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

31,928.00

Source(s)

District Funded

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Elementary Office Assistants- extra hours through LCAP

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,818.00

Source(s)

LCFF - Supplemental

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Square Communication- to provide families with a more comprehensive communication platform.

ParentSquare provides a more user-friendly interface and increased functionality over the platform previously used in HBCSD. The ParentSquare platform will be used at the school and district level to facilitate communication with HBCSD families. The system has embedded functionality that allows parents to select their preferred modality for receiving messages and for translating languages into a family's preferred language. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000.00

Source(s)

District Funded

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional technology support for a Technology Coordinator and IT Technician to support teachers, students and families with troubleshooting and program supports. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,875.00

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Peterson teachers focus on delivering best first instruction in classrooms. Students were then identified for additional support/interventions through the utilization of Illuminate reports that were then reviewed by grade-level teams using data pulled from both formative and summative assessments (AR reports, Benchmarks, Dibels, Title 1 criteria, ELPAC data and others). Staff members participated in grade-level collaboration and PLC meetings. Identified students received Title 1 services in person through March 13th and then remotely due to school closure/Covid-19 pandemic.

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

Due to the shutdown in March 2020 resulting from the coronavirus pandemic, Peterson Elementary was unable to implement school visits and no additional release time was scheduled. Instead, instruction and school functions switched from in-person to emergency remote learning from March 13, 2020 through June 19, 2020.

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.

As a result of the coronavirus shutdown in March 2020, there were no state or local assessments administered; therefore, the data and actions related to this goal do not have measurable outcomes for the year analyzed. Data compiled from teacher and curriculum-based assessments indicate a need to continue Title 1 services to identified students. Additionally, further remediation strategies may be needed by many students as there is potential for significant learning loss due to remote learning challenges during the 2019-20 and following school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

HBCSD will ensure access to 21st century learning environment and development of 21st century skills in the areas of communication, collaboration, critical thinking, and creativity.

Goal 3

Increase student performance on SBAC claims by 1% as evidenced on teacher lessons/units of instruction addressing higher level thinking skills (5Cs).

Identified Need

Increased student achievement in higher level thinking skills such as: communication, collaboration, critical thinking, and creativity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students will participate in one Project Lead The Way unit	In 2019-2020 Pilot teachers/students participated in PLTW	Increase to 100% participation in one unit by June 2022
SBAC Claims	Baseline data is from the 2018-2019 SBAC results	Students will increase performance on SBAC claims by 1% as evidenced on DOK levels 3 and 4.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All teachers will be trained in and facilitate at least one unit of PLTW. Units will be purchased in all three pathways at all grade levels by the end of the 2021 school year. During the course of the 2020-2021 school year, all teachers/students will participate in one PLTW unit per trimester working towards an increase in on-campus project-based learning, an HBCSD goal and initiative.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

14,000.00	Site Formula Funds
7,780.00	Title I
8,800.00	Parent-Teacher Association (PTA)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, At-Risk Students

Strategy/Activity

Nepris licenses - Nepris connects educators and learners with a network of industry professionals, virtually, bringing real-world relevance and career exposure to all students. Nepris also provides a skills-based volunteering platform for organizations to extend education outreach, and build their brand among the future workforce.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,096.00	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

MIND Research - a PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. Educators use this program to deeply engage, motivate, and challenge students toward higher achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000.00	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

World Book Licenses- A comprehensive suite of e-learning resources designed for all ages and abilities with articles, videos, educator tools, eBooks, research guides and more.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
832.00	District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

AP- Distance Learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
11,750.00	District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Library Media Technician

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
29,861.00	Library Grant

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Library Media Technician (extra hours)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

29,861.00

Source(s)

LCFF - Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

My On! - Renaissance myOn Reader (a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books, including Spanish books) and IlluminateEd (to serve as a central bank for assessment, collection, and analysis of data sets from a variety of technology platforms). This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,742.00

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

As Peterson was in the first year of implementation for the 2019-2020 Goal 3, an analysis will not be completed.

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

Due to the shutdown in March 2020 resulting from the coronavirus pandemic, Peterson Elementary was unable to fully implement PLTW project-based instruction. Instead, instruction and school functions switched from in-person to emergency remote learning from March 13, 2020 through June 19, 2020.

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.

As a result of the coronavirus shutdown in March 2020, there were no state or local assessments administered; therefore, the data and actions related to this goal do not have measurable outcomes for the year analyzed. Data compiled from teacher and curriculum-based assessments indicate a need to continue Title 1 services to identified students. Additionally, further remediation strategies may be needed by many students as there is potential for significant learning loss due to remote learning challenges during the 2019-20 and following school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$76,563.84
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$710,591.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$11,530.00
Title III Immigrant Education Program	\$7,680.00

Subtotal of additional federal funds included for this school: \$19,210.00

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 (\$)
District Funded	\$354,970.00
LCFF - Supplemental	\$187,352.00
Library Grant	\$29,861.00
Lottery: Instructional Materials	\$96,398.00
Parent-Teacher Association (PTA)	\$8,800.00
Site Formula Funds	\$14,000.00

Subtotal of state or local funds included for this school: \$691,381.00

Total of federal, state, and/or local funds for this school: \$710,591.00

School Site Council Membership

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

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

Name of Members	Role
Dr. Kevin Johnson	Principal
Manuel Fonseca	Parent or Community Member
Jennifer Rozdal	Parent or Community Member
Deanna Garza	Parent or Community Member
Sabrina Schmid	Parent or Community Member
Laura Costelloe	Parent or Community Member
Rena Ciulei	Other School Staff
Nancy Serafano	Classroom Teacher
Jennifer Geiger	Classroom Teacher
Linda Burgos	Classroom Teacher

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

	English Learner Advisory Committee
	Other: School Leadership Team

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 02/24/2021.

Attested:



Principal, Kevin Johnson on 02/24/2021
SSC Chairperson, Renae Ciulei on 02/24/2021

Instructions

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019