School Year: **2023-24**

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

Addendum: Regulatory requirements and general instructions.

Appendix D: Guiding Questions: Use as prompts (not limits).

California School Dashboard Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

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

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Amelia Earhart Elementary School of International Studies Ann Morales ann.morales@desertsands.us	33670586118863	April 25, 2023	

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

2020-23 Plan Summary

The Story

Describe the students and community and how the school serves them.

Amelia Earhart Elementary School of International Studies located in Indio opened on September 4, 2001. Amelia Earhart School of International Studies serves the socioeconomically and ethnically diverse populations in grades TK-5. The school's fall 2022-2023 student enrollment was 782, 65.6% are of Hispanic descent, 23.5% are white, .06% are African American, and 1.9% are Asian. Spanish is the home language of the school's nearly 12.3% of English Learners. 2.3% Initial Fluent English Proficient and 2.6% of students Reclassified Fluent English Proficient. The school's

unduplicated pupil percentage is 64.2%, 60.1% is from low income families, eligible for free and reduced priced meals, .0.5% foster youth and 8.4% are students with Individualized Education Plans (IEPs).
Earhart received the 2022 CA PBIS Coalition's System of Recognition award at the Gold level. In 2020, we received the Bronze award. Earhart has also been recognized as a California Distinguished School in 2008 and received the Bronze award from the Healthy Schools Program. We have also received the 2020-2022 Common Sense award.
Earhart became an authorized International Baccalaureate (IB) World School in February of 2005 which was funded and supported by the Magnet School Assistance Grant from 2001-2003. As an IB Primary Years Programme school, students benefit by receiving California standards based instruction through the lens of inquiry and global awareness. We model international perspective through rigorous and relevant learning. Each grade has written four to six units of inquiry based on the transdisciplinary themes from the International Baccalaureate Organization: Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves and How We Share the Planet. Portfolios of student work are kept from Kindergarten to 5th grade, and at the end of 5th grade, the students complete a personal project or Exhibition, going in depth into a subject of their choice.
To augment our instructional program, Earhart offers many enrichment opportunities available from the Extended Learning Opportunity Program. We offer a variety of before and after school activities such as cheer, intramural sports, and clubs (gardening, multi-media, etc.). Students in grades 2-5 receive weekly instruction in Spanish language. In addition, all students receive added benefits in music once a week. Our Physical Education program also boasts health and wellness led by one certificated physical education teacher and a para educator PE/student activities.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

Earhart's SPSA highlights in 2022-2023 school year focused on our IB PYP instructional practices, student achievement and the social/emotional learning of students. Our IBO PYP five year evaluation was scheduled in the Spring of 2023. This required extensive preparation reviewing IB policies, exhibition, programs of inquiry, standards and practices. Through professional development, reflecting on grade level IB planners, reviewing best instructional practices and setting academic SMART goals, the staff continuously reflected and made improvements to meet the diverse needs of students. Our MTSS team devoted time and expertise to increasing and improving the needs of students in Tier 2 for their social and emotional developmental of the students. Morning announcement videos continued to address school wide behavior expectations (EXCEL), growth and progress on i-Ready, the IB Primary Years curriculum and social emotional learning. We increased our intervention in grades K-5. In addition, we continued Phonics for Reading, Read Naturally, Imagine Learning, Quick Phonic Assessment and FEV tutoring.

Awards we received are the following:
CA PBIS Coalition Gold Implementation Award
CA Pivotal Practice Award
Common Sense School

Additionally, the actions and strategies within our SPSA support the needs for student groups, specifically English Learners, socioeconomically disadvantaged, and students who need support emotionally and socially.

Data analysis remains our focus through a systematic approach to formative assessments within grade levels, i-Ready data, and through the Multi-Tiered System of Supports (MTSS).
Expected outcomes for all I-Ready Diagnostic 2 Typical Growth scores exceeded projections. In ELA,, the outcomes of student groups on typical growth are aligning as was previously happening prior to the pandemic. For Math, the outcomes of student groups on typical growth aligned. We met our SPSA i-Ready goal. We did not meet our Mean Distance from Standard in ELA or Math on CAASPP. In ELA, our status was -1.4 and in Math it was -19.2.

Keeping parents informed of their child's progress, on-going events and activities continues to be a priority to our staff. Parents are encouraged to engage in their students' learning through an active English Language Advisory Committee, School Site Council, and PTO.

According to Panorama's 2023 Parent Satisfaction Survey Results within the Family School Relationships Survey, two areas increased favorably and three areas decreased. 84% of parents answered their child has positive perception of their physical and psychological safety at school. 80% of parents feel that their child's perception of the overall social and learning climate of school has increased by 2% from 78%-80%. On the WInter 2023 Skills and Competencies

Panorama Survey given to students in grades 3-5, all areas increased by 1-3 and one remainded the same (self management 1, social awareness 1, grit 0, growth mindset 3 and self efficacy 1).

Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

Mean Distance from Standard in ELA:

1. All: 1.4
2. EL: -32.2
3. SED: -11.6
4. SWD: -46.8
5. Asian:
6. Hispanic: -7.2
7. White: 12.3
8. Two/more:

Typical Growth median targets for Winter i-Ready Reading 2023
All: 75%
EL: 67%
SWD: 74%
Hispanic: 66.5%

Mean Distance from Standard in Math:

1. ALL: -19.2
2. EL: -38.9
3. SED: -30.3
4. SWD: -68.3
5. Asian:
6. Hispanic: -25.1
7. White: -5.1
8. Two/more:

Typical Growth median targets for Winter i-Ready Math 2023
All: 62%
EL: 64%
SWD: 64.5%
Hispanic: 63%

Since we did not have CAASPP scores for the 2020-2021 school year, these scores reflect a current baseline for future CAASPP evaluation.

Expected outcomes for all I-Ready Diagnostic 2 Typical Growth scores exceeded projections. In ELA, the outcomes of student groups on typical growth are aligning as was previously happening prior to the pandemic. For Math, the outcomes of student groups on typical growth aligned.

Our attention to the social and emotional wellness of students is evident in our MTSS Tier 1, 2 and 3 team meetings, school wide systems, organization of the process, looking at data (RFA) and behavior plans. Our new MTSS lead applied for the Platinum PBIS award in May 2023 since we have received the Bronze, Silver and Gold award in the last few years.

Attendance improved since distance learning but is still a concern due to positive Covid cases. Administration and our attendance facilitator meet regularly to discuss student absences and to assist as needed. Additionally, attendance is discussed at the School Site Council and parent of English Learner meetings.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Attention to our student groups(English Learners, Students with disabilities and Hispanic) is a priority. Intervention continues to be the biggest area of need for at-risk students. To address these areas of concern, measures were put in place to address the individual needs of students. For example, three intervention specialists in math and ELA provided support to meet the needs of students through small group instruction. We utilized the district materials called Phonics for Readers for grades 3-5. Our Specialized Academic Instruction staff pushed into the classroom. Specialized Academic Instruction staff are those teachers who work with students with disabilities.

We will continue to provide academic support to all students in order to make incremental gains toward growth and improvement. We continue to look at formative assessments throughout the year to monitor and adjust instruction. We will do this through data days, IB reflection release days and our SAST days in which we review our goals.

According to the Spring 2023 Panorama Survey, the area of "Grit" decreased from 66% to 58% where students feel less able to persevere through setbacks to achience long term goals.

With respect to LCAP Goal 2, we will continue to promote college and career in ways that will interest students at this young age through assemblies, stickers, and experts in the workplace. We would like to see people in the work force share their expertise to our students through assemblies and classroom presentations.

School-wide expectations continue to be reviewed to mitigate the chances of peer conflict or discipline issues. Because of our commitment to IB, every classroom has “essential agreements” that are authentic and designed by students to promote a positive and respectful learning environment. In addition, we provide a Para Educator PE during lunch recess to promote social skills.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Amelia Earhart School of International Studies strives to ensure equity for all students by closing achievement gaps between student groups and all students as required by LCAP Goal 1. Attention to students groups, English Learners, Hispanic and students with disabilities, is an area to improve.

We have and will continue to review formative assessments to drive instruction as well as continue to provide small group intervention before and during school. Steps that we have taken to address these individual needs are the following: ELPAC preparation, Smart goals, analysis of data using common assessments, vertical articulation and grade level commitments to goals.

Resource Inequities

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

Prior to Covid, Earhart mitigated the learning loss between our EL and Hispanic students groups with our all student group population. After Covid these student groups had a large academic achievement gap in both ELA and Math. Proudly, our i-ready scores show an improvement with the gap being minimized at the winter and end of year i-Ready diagnostic. For example, _____ our end of year results show an improvement of 20 % from 32 to 52 with th eall student group being at 60. We will continue to emphasize mitigating the gap between all student groups.

Need Assessment - Educational Partner Involvement

SPSA Year: **2023-24**

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

The evaluation and planning process for the SPSA development, evaluation and analysis are reviewed by administration, Leadership Team and School Site Council on a regular basis, School Site Council meetings, ELAC and SAST (Wednesday).
School Site Council

Aug. 30, 2022
Reading and approval of the minutes, Public Comment, Reports of Officers, Standing and Special Committees, DELAC, SPSA, Principal's Report, Roles and Responsibilities, SSC Nominations

Sept. 27, 2022
Reading and approval of the minutes, Public Comment, Reports of Officers, Standing and Special Committees, DELAC, Parent Compact, School Parent Involvement Policy, PTO, Principal Report

Oct. 25, 2022
Reading and approval of the minutes, Public Comment, Reports of Officers, Standing and Special Committees, DELAC, DAC, SSC Bylaws, Principal's Report, Title I, Results of teacher ballot, Elections for SSC, Safety Plan

Nov. 29, 2022
Reading and approval of the minutes, Public Comments, Reports of Officers, Standing and Special Committees, DELAC, DAC, SSC Bylaws, SPSA Goals, funding and strategies, Attendance

Jan. 31, 2023
Reading and approval of the minutes, Public Comment, Reports of Officers, Standing and Special Committees, DELAC, DAC, Principal's Report, SPSA Goals, Funding and Strategies,SSC Bylaws, School Parent Complact, Attendance

March 28,2023
Reading and approval of the minutes, Public Comment, Reports of Officers, Standing and Special Committees, DELAC, DAC, SPSA Goals, funding and strategies - School Needs Assessment for EL students, Progress toward goals, Preliminary Budget 2022-2023

April 25, 2023
Reading and approval of the minutes, Public Comment, Reports of Officers, Standing and Special Committees, DELAC, DAC, Principal's Report, SPSA Goals, funding and strategies - Progress toward goals, Preliminary Budget 2022-2023, Review and approval of school plan 2022-2023

May 23, 2023
Reading and approval of the minutes, Public Comment, Reports of Officers, Standing and Special Committees, DELAC, DAC, Principal's Report, i-Ready, CAASPP, Summer School, Recommendations and Assurances, SPSA Goals, funding and strategies,

Impact on the SPSA and Annual Evaluation
WIthin LCAP Goal 1 and LCAP Goal 3, school site council, leadership team and additional staff identified the following recommendations for the upcoming year:

Continue having intervention specialists in Math and Language Arts

Continue professional development

Pursure PBIS incentive program

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

WIthin LCAP Goal 1 and LCAP Goal 3, school site council, TRAC, leadership team and additional staff identified the following recommendations for the upcoming year:

Continue having intervention specialists in Math and Language Arts
Continue professional development
Pursure PBIS incentive program

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	$67,790
Total Centralized Services:	$111,290
Total Supplemental Concentration Funds	$127,611
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$195,401.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

The school will use funds to pay for the following actions needed for continuous improvement:

- At risk students will receive instructional support through additional intervention.
- Materials/Supplies and graphics to ensure a standards based instruction.
- Professional development as needed for SEL and best first instruction.

The school will use Title I funds to pay for parenting classes to promote literacy as a family.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0.13%	1		1
African American	0.5%	0.37%	0.64%	4	3	5
Asian	2.8%	1.86%	1.92%	21	15	15
Filipino	0.8%	0.99%	0.77%	6	8	6
Hispanic/Latino	64.4%	65.34%	65.6%	491	526	513
Pacific Islander	%	%	0%			0
White	25.3%	23.35%	23.53%	193	188	184
Multiple/No Response	2.6%	2.98%	2.56%	20	24	20
			Total Enrollment	762	805	782

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	123	154	142
Grade 1	117	129	124
Grade 2	115	123	126
Grade3	136	123	123
Grade 4	131	148	120
Grade 5	140	128	147
Total Enrollment	762	805	782

Conclusions based on this data:

1. Enrollment has decreased from 805 to 782.
2. Enrollment in grades TK-3 will average a 1:24 ratio and 1:31 in grade 4 and 5.
3. There are two full Transitional Kindergarten classes this year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	97	110	96	12.70%	13.7%	12.3%
Fluent English Proficient (FEP)	39	26	38	5.10%	3.2%	4.9%
Reclassified Fluent English Proficient (RFEP)	20			20.6%		

Conclusions based on this data:

1. Our English Learner enrollment cecreased by 0.7%.
2. Fluent English Proficient student group increased by 1.7%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	134	122		0	122		0	122		0.0	100.0	
Grade 4	128	147		0	141		0	141		0.0	95.9	
Grade 5	138	125		0	123		0	123		0.0	98.4	
All Grades	400	394		0	386		0	386		0.0	98.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2419.			19.67			25.41			29.51			25.41	
Grade 4		2463.			19.15			29.79			26.95			24.11	
Grade 5		2520.			21.14			40.65			26.83			11.38	
All Grades	N/A	N/A	N/A		19.95			31.87			27.72			20.47	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.95			60.66			16.39	
Grade 4		19.15			69.50			11.35	
Grade 5		20.33			71.54			8.13	
All Grades		20.73			67.36			11.92	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.38			59.02			33.61	
Grade 4		5.67			70.21			24.11	
Grade 5		17.89			67.48			14.63	
All Grades		10.10			65.80			24.09	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.30			81.15			6.56	
Grade 4		9.22			72.34			18.44	
Grade 5		9.76			86.18			4.07	
All Grades		10.36			79.53			10.10	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.85			63.93			17.21	
Grade 4		14.18			75.18			10.64	
Grade 5		16.26			73.17			10.57	
All Grades		16.32			70.98			12.69	

Conclusions based on this data:

1. In 2021-2022, 98% of students participated in CAASPP.
2. We focused on math to improve the English Learner, students with disabilities, Hispanic student groups knowing the mean distance from Standard in Math was -19.2.
3. Expected outcomes for all I-Ready Diagnostic 2 Typical Growth scores exceeded projections. In ELA, the outcomes of student groups on typical growth are aligning as was previously happening prior to the pandemic.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	134	122		0	122		0	122		0.0	100.0	
Grade 4	128	147		0	141		0	141		0.0	95.9	
Grade 5	138	125		0	123		0	123		0.0	98.4	
All Grades	400	394		0	386		0	386		0.0	98.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2430.			13.93			39.34			20.49			26.23	
Grade 4		2458.			10.64			26.95			36.88			25.53	
Grade 5		2501.			11.38			27.64			35.77			25.20	
All Grades	N/A	N/A	N/A		11.92			31.09			31.35			25.65	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.23			50.00			23.77	
Grade 4		17.02			50.35			32.62	
Grade 5		16.26			59.35			24.39	
All Grades		19.69			53.11			27.20	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.11			64.75			22.13	
Grade 4		10.64			61.70			27.66	
Grade 5		12.20			64.23			23.58	
All Grades		11.92			63.47			24.61	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.31			63.93			14.75	
Grade 4		14.89			58.87			26.24	
Grade 5		12.20			65.85			21.95	
All Grades		16.06			62.69			21.24	

Conclusions based on this data:

1. Since we did not have CAASPP scores for the 2020-2021 school year, our CAASPP scores reflect a current baseline for future CAASPP evaluation. We will have CAASPP scores for data analysis with a comparison group in the fall of 2023 .
2. Schoolwide, in i-ReadyFor Math, the outcomes of student groups on typical growth aligned.
3. We focused on math to improve the English Learner, students with disabilities, Hispanic student groups knowing the mean distance from Standard in Math was -19.2.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1410.7	1425.6		1433.7	1437.5		1356.9	1397.6		13	25	
1	1399.9	1436.7		1412.7	1455.4		1386.8	1417.5		13	13	
2	1505.6	1488.8		1511.8	1509.7		1498.9	1467.3		19	15	
3	1495.2	1500.8		1489.2	1509.6		1500.7	1491.3		26	16	
4	1506.3	1531.4		1518.3	1537.2		1493.5	1525.0		12	25	
5	*	1525.5		*	1534.5		*	1516.4		9	11	
All Grades										92	105	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	16.00		23.08	32.00		46.15	36.00		23.08	16.00		13	25	
1	0.00	15.38		38.46	15.38		15.38	46.15		46.15	23.08		13	13	
2	21.05	20.00		63.16	40.00		10.53	26.67		5.26	13.33		19	15	
3	19.23	18.75		30.77	43.75		46.15	37.50		3.85	0.00		26	16	
4	16.67	32.00		41.67	32.00		41.67	32.00		0.00	4.00		12	25	
5	*	18.18		*	45.45		*	36.36		*	0.00		*	11	
All Grades	15.22	20.95		41.30	34.29		31.52	35.24		11.96	9.52		92	105	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	28.00		46.15	28.00		15.38	28.00		30.77	16.00		13	25	
1	15.38	23.08		23.08	23.08		23.08	38.46		38.46	15.38		13	13	
2	47.37	40.00		26.32	40.00		26.32	13.33		0.00	6.67		19	15	
3	26.92	50.00		50.00	25.00		23.08	25.00		0.00	0.00		26	16	
4	41.67	36.00		41.67	60.00		16.67	4.00		0.00	0.00		12	25	
5	*	36.36		*	63.64		*	0.00		*	0.00		*	11	
All Grades	32.61	35.24		38.04	40.00		19.57	18.10		9.78	6.67		92	105	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		7.69	32.00		61.54	68.00		30.77	0.00		13	25	
1	0.00	7.69		15.38	7.69		30.77	30.77		53.85	53.85		13	13	
2	15.79	0.00		57.89	46.67		15.79	33.33		10.53	20.00		19	15	
3	15.38	0.00		19.23	25.00		53.85	68.75		11.54	6.25		26	16	
4	0.00	12.00		8.33	36.00		58.33	36.00		33.33	16.00		12	25	
5	*	0.00		*	27.27		*	45.45		*	27.27		*	11	
All Grades	8.70	3.81		22.83	30.48		45.65	48.57		22.83	17.14		92	105	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	24.00		69.23	60.00		15.38	16.00		13	25	
1	23.08	53.85		30.77	38.46		46.15	7.69		13	13	
2	52.63	26.67		47.37	66.67		0.00	6.67		19	15	
3	34.62	43.75		57.69	56.25		7.69	0.00		26	16	
4	25.00	75.00		75.00	25.00		0.00	0.00		12	24	
5	*	9.09		*	90.91		*	0.00		*	11	
All Grades	33.70	41.35		55.43	52.88		10.87	5.77		92	104	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	20.00		46.15	64.00		38.46	16.00		13	25	
1	15.38	15.38		53.85	69.23		30.77	15.38		13	13	
2	47.37	60.00		47.37	40.00		5.26	0.00		19	15	
3	23.08	56.25		73.08	37.50		3.85	6.25		26	16	
4	58.33	40.00		41.67	56.00		0.00	4.00		12	25	
5	*	90.91		*	9.09		*	0.00		*	11	
All Grades	35.87	42.86		52.17	49.52		11.96	7.62		92	105	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		61.54	92.00		38.46	8.00		13	25	
1	0.00	15.38		53.85	30.77		46.15	53.85		13	13	
2	31.58	0.00		57.89	80.00		10.53	20.00		19	15	
3	11.54	0.00		53.85	50.00		34.62	50.00		26	16	
4	8.33	12.50		50.00	62.50		41.67	25.00		12	24	
5	*	0.00		*	72.73		*	27.27		*	11	
All Grades	10.87	4.81		59.78	67.31		29.35	27.88		92	104	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	36.00		46.15	60.00		46.15	4.00		13	25	
1	0.00	0.00		38.46	61.54		61.54	38.46		13	13	
2	21.05	6.67		73.68	66.67		5.26	26.67		19	15	
3	23.08	6.25		57.69	93.75		19.23	0.00		26	16	
4	0.00	28.00		100.00	56.00		0.00	16.00		12	25	
5	*	27.27		*	63.64		*	9.09		*	11	
All Grades	14.13	20.00		63.04	65.71		22.83	14.29		92	105	

Conclusions based on this data:

1. As of May 11, 2022, 99.1% of ELPAC summative assessments are completed.
2. Our ELPAC Overall Performance Level 1 increased from 3% to 12% indicating need for EL intervention.
3. We increased the number of students tested on ELPAC by 12 students.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
805	**66.5**	**13.7**	**0.5**
Total Number of Students enrolled in Amelia Earhart Elementary School of International Studies.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	110	13.7
Foster Youth	4	0.5
Homeless	1	0.1
Socioeconomically Disadvantaged	535	66.5
Students with Disabilities	56	7.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.4
American Indian		
Asian	15	1.9
Filipino	8	1.0
Hispanic	526	65.3
Two or More Races	24	3.0
Pacific Islander		
White	188	23.4

Conclusions based on this data:

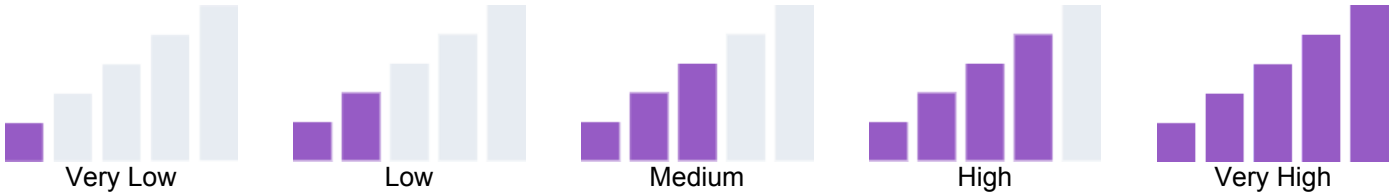
1. Student groups such as English Learners, Hispanics and students with disabilities continue to be a focus to minimize the gap from all students.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Medium	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Medium		
English Learner Progress: High		

Conclusions based on this data:

1. English language arts and Math, our status level is medium. In English Learner P
2. In math, we have seen significant improvement because of our focus with instruction, goals and vertical alignment.

3. In English language arts, we maintained in the green academic performance category; however, we had a slight decrease. Given that CAASPP was not administered during 19-20 nor 20-21, the school uses local data like i-Ready to inform instructional decisions. Since March of 2020, the chronic absenteeism rate has risen significantly while the suspension rate has declined to almost 0%.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

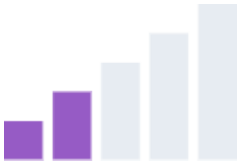
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	4	0	1	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
1.4 points below standard	32.2 points below standard	1 Student
380 Students	69 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Low	Low
	11.6 points below standard	46.8 points below standard
	256 Students	35 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students		No Performance Level 7 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 7.2 points below standard 262 Students	No Performance Level 10 Students		High 12.3 points above standard 85 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
82.0 points below standard 42 Students	45.4 points above standard 27 Students	5.1 points above standard 303 Students

Conclusions based on this data:

1. We do not have current data on CAASPP. We look forward to CAASPP 2022 data in the fall.
2. We met our i-Ready Progress Toward Annual Growth of 50% on the Winter Diagnostic.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	4	1	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

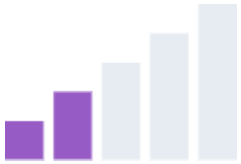
All Students

Medium

19.2 points below standard

380 Students

English Learners



Low

38.9 points below standard

69 Students

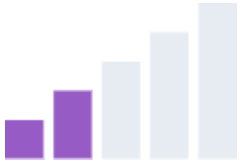
Foster Youth

No Performance Level

1 Student

Homeless

Socioeconomically Disadvantaged

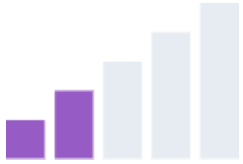


Low

30.3 points below standard

256 Students

Students with Disabilities



Low

68.3 points below standard

35 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 2 Students		No Performance Level 7 Students	No Performance Level 3 Students

Hispanic	Two or More Races	Pacific Islander	White
Low 25.1 points below standard 262 Students	No Performance Level 10 Students		Medium 5.1 points below standard 85 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
69.9 points below standard 42 Students	9.4 points above standard 27 Students	14.7 points below standard 303 Students

Conclusions based on this data:

1. We do not have current data on CAASPP. We look forward to CAASPP 2022 date in the fall.
2. We met our i-Ready Progress Toward Annual Growth of 50% on the Winter Diagnostic.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

59.0 making progress towards English language proficiency

Number of EL Students: 78 Students

Performance Level: 4

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.1%	26.9%	5.1%	53.8%

Conclusions based on this data:

1. As of May 16, 2023, 12 students are projected to be reclassified. This is a decrease of 5 students from the 2022 school year.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

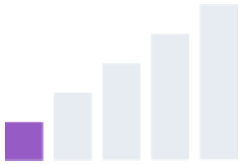
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
6	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

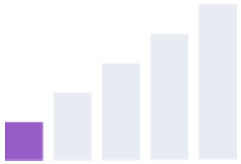


Very High

31.8% Chronically Absent

827 Students

English Learners



Very High

29.1% Chronically Absent

117 Students

Foster Youth

No Performance Level

Less than 11 Students

5 Students

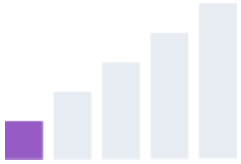
Homeless

No Performance Level

Less than 11 Students

2 Students

Socioeconomically Disadvantaged

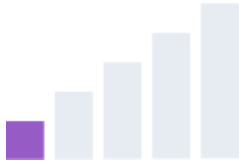


Very High

34.5% Chronically Absent

554 Students

Students with Disabilities



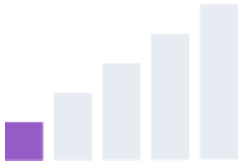
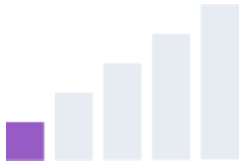
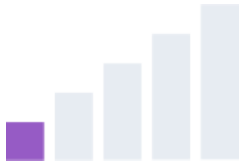
Very High

31.2% Chronically Absent

77 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		6.7% Chronically Absent	Less than 11 Students
3 Students		15 Students	8 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	Very High		Very High
34% Chronically Absent	33.8% Chronically Absent		27.6% Chronically Absent
544 Students	65 Students		192 Students

Conclusions based on this data:

1. As of May 16, 2023, our chronic and high absent rate is 31.8% and increased by 1.2%. Our English Learner student group is 2.7% less that all students in chronic absence.
2. As of May 16, 2023, 1% of our students have not had an absence this year according to the DSUSD Data Warehouse.
3. We will monitor student absences and provide intervention and incentives to mitigate learning loss.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	6

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Very Low

0.5% suspended at least one day

840 Students

English Learners

Very Low

0% suspended at least one day

117 Students

Foster Youth

No Performance Level

Less than 11 Students

5 Students

Homeless

No Performance Level

Less than 11 Students

2 Students

Socioeconomically Disadvantaged

Very Low

0.4% suspended at least one day

562 Students

Students with Disabilities

Very Low

0% suspended at least one day

77 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

No Performance Level

Less than 11 Students

3 Students

American Indian

Asian

No Performance Level

0% suspended at least one day

17 Students

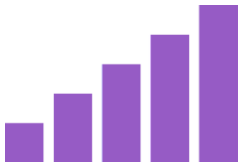
Filipino

No Performance Level

Less than 11 Students

8 Students

Hispanic

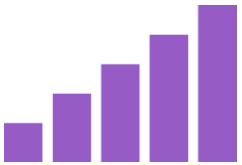


Very Low

0.5% suspended at least one day

550 Students

Two or More Races



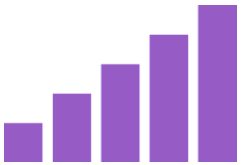
Very Low

0% suspended at least one day

65 Students

Pacific Islander

White



Very Low

0.5% suspended at least one day

197 Students

Conclusions based on this data:

1. According to the 2022 Fall Dashboard Suspension Rate Equity Report 0.5% of students were suspended for at least one day. Our number of suspensions increased from 2022-2023.
2. As of May 16, 2023, 0.9% of students were suspended.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities:
- [X] Priority 1: Basic (Conditions of Learning)
- [X] Priority 2: State Standards (Conditions of Learning)
- [X] Priority 3: Parental Involvement (Engagement)
- [X] Priority 4: Pupil Achievement (Pupil Outcomes)
- [X] Priority 5: Pupil Engagement (Engagement)
- [X] Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
Mean Distance from Standard in ELA: 1. All: 26.1 2. EL: 10 3. SED: 4 4. SWD: -54 5. Asian: 61 6. Hispanic: 8 7. White: 48 8. Two/more: 45 Expected Outcome: Typical Growth median targets for Winter i-Ready Reading 2023 All: 50% EL: 50% SWD: 50% Hispanic: 50%	Mean Distance from Standard in ELA: 1. All: 1.4 2. EL: -32.2 3. SED: -11.6 4. SWD: -46.8 5. Asian: 6. Hispanic: -7.2 7. White: 12.3 8. Two/more: Since we did not have CAASPP scores for the 2020-2021 school year, these scores reflect a current baseline for future CAASPP evaluation. Typical Growth median targets for Winter i-Ready Reading 2023 All: 75% EL: 67% SWD: 74% Hispanic: 66.5%

Expected Outcomes	Actual Outcomes
	Expected outcomes for all I-Ready Diagnostic 2 Typical Growth scores exceeded projections. In ELA, the outcomes of student groups on typical growth are aligning as was previously happening prior to the pandemic. For Math, the outcomes of student groups on typical growth aligned.
Mean Distance from Standard in Math: 1. ALL: 17 2. EL: -3 3. SED: -2 4. SWD: -52 5. Asian: 39 6. Hispanic: -2 7. White: 36 8. Two/more: 45 Expected Outcome: Typical Growth median targets for Winter i-Ready Math 2023 All: 50% EL: 50% SWD: 50% Hispanic: 50%	Mean Distance from Standard in Math: 1. ALL: -19.2 2. EL: -38.9 3. SED: -30.3 4. SWD: -68.3 5. Asian: 6. Hispanic: -25.1 7. White: -5.1 8. Two/more: Since we did not have CAASPP scores for the 2020-2021 school year, these scores reflect a current baseline for future CAASPP evaluation. Typical Growth median targets for Winter i-Ready Math 2023 All: 62% EL: 64% SWD: 64.5% Hispanic: 63% Expected outcomes for all I-Ready Diagnostic 2 Typical Growth scores exceeded projections. In ELA,, the outcomes of student groups on typical growth are aligning as was previously happening prior to the pandemic. For Math, the outcomes of student groups on typical growth aligned.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Students will receive instruction using standards-based	1. Students received instruction using standards-based	District	District

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
State/District adopted core programs.	State/District adopted core programs.		
2. All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	2. All English learners received daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	District	District
3. All English learners receive daily integrated ELD provided across all content areas.	3. All English learners received daily integrated ELD provided across all content areas.	District	District
4. Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities and support from district facilitators.	4. Instructional staff received additional support from Educational Services division to enhance English learners success through systemic professional development opportunities and support from district facilitators.	Centralized Services Title I	Centralized Services Title I

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. Through the District MTSS process, the Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics and SEL.	5. Through the District MTSS process, the Guiding Coalition used data to assess and monitor student progress, determine and address district and school wide instructional goals, and created an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics and SEL.	Centralized Services Title I	Centralized Services Title I
6. Provide Before/During/After school reading, math and ELD interventions for students not meeting standards.	6. Provided During/After school reading, math and ELD interventions for students not meeting standards.	District	Centralized Services
7.Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	7.Teachers continued to receive professional development on evidenced-based strategies to support all learners.	Centralized Services Title I	Centralized Services Title I
8. Provide an instructional coach to support teachers in best first	8. Provided an instructional coach to support teachers in best first	Centralized Services Title I	Centralized Services Title I

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
instruction, intervention and enrichment.	instruction, intervention and enrichment.		
9. Provide extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	9. Provided extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Centralized Services Title I	Centralized Services Title I
10. Provide support for early literacy and foundational skills to support students below grade level.	10. Provided support for early literacy and foundational skills to support students below grade level.	Centralized Services Title I	Centralized Services Title I
11. Provide funding to purchase technology equipment to support researched based instruction to serve as a tool to enhance learning opportunities within the curriculum.	11. Provided funding to purchase technology equipment to support researched based instruction to serve as a tool to enhance learning opportunities within the curriculum.	Supplemental/Concentration	Supplemental/Concentration
12. Provide funding to purchase technology software to support student achievement in ELA, math and science (Renaissance) as well	12. Provided funding to purchase technology software to support student achievement in ELA, math and science (Renaissance) as well	Supplemental/Concentration	Supplemental/Concentration

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
as used as a tool for progress monitoring	as used as a tool for progress monitoring		
13. Provide release time or extra duty for teachers to evaluate/analyze data (CAASPP, i-Ready, Panorama, DIBELS, ESGI Interim and benchmark assessments), IB reflection and revise IB PYP planners in order to develop goals/strategies to close the achievement gap in ELA and Math.	13. Provided release time or extra duty for teachers to evaluate/analyze data (CAASPP, i-Ready, Panorama, DIBELS, ESGI Interim and benchmark assessments), IB reflection and revise IB PYP planners in order to develop goals/strategies to close the achievement gap in ELA and Math.	Title I 17,212	Title I 17,212
14. Release time/extra duty for teachers to attend Student Study Team meetings. This includes release time for SST/Title 1 team and for individual teachers to attend for those students not meeting standards.	14. Release time/extra duty for teachers to attend Student Study Team meetings. This included release time for SST/Title 1 team and for individual teachers to attend for those students not meeting standards.	Title I 1,950	Title I 1,950
15. Provide opportunities for professional development through consultants, conferences, workshops that focus on research based strategies in the core content areas.	15. Provided opportunities for professional development through consultants, conferences, workshops that focus on research based strategies in the core content areas.	Supplemental/Concentration 10,000	Supplemental/Concentration 13,000
16. Provide funding for duplication of researched based materials that supplement core content.	16. Provided funding for duplication of researched based materials that supplement core content.	Supplemental/Concentration 6,000	Supplemental/Concentration 8403
17. Office Specialist Bilingual to support the needs of students who have not met standards and expand outreach efforts to Spanish speaking parents. Increase parent participation through communication, parent workshops and literacy nights.	17. Office Specialist Bilingual to supported the needs of students who have not met standards and expand outreach efforts to Spanish speaking parents. Increased parent participation through communication, parent workshops and literacy nights.	Supplemental/Concentration 22,251 Title I 46,684	Supplemental/Concentration 22,251 Title I 46,684

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
18. Provide snacks, materials, childcare and extra duty hours to parents in order to provide parent education opportunities for students who have not met standards.	18. Provided snacks, materials, childcare and extra duty hours to parents in order to provide parent education opportunities for students who have not met standards.	Title I 550	Title I 550
19. Provide funding to add/replace quality books for the school and library, including Accelerated Reader books, software and materials needed to fully implement Accelerated Reader for students who do not meet standards.	19. Provided funding to add/replace quality books for the school and library, including Accelerated Reader books, software and materials needed to fully implement Accelerated Reader for students who do not meet standards.	Supplemental/Concentration 1,000	Supplemental/Concentration 1,000
20. Provide instructional resources/materials, such as leveled readers, chart racks, IB materials to support literacy, math and science.	20. Provided instructional resources/materials, such as leveled readers, chart racks, IB materials to support literacy, math and science.	Supplemental/Concentration 11,152	11,152
21. Augment Makerspace materials and provide inquiry based lessons and opportunities in the Makerspace.	21. Augmented Makerspace materials and provided inquiry based lessons and opportunities in the Makerspace.	Supplemental/Concentration 5,915	3512
22. Provide extra duty, release time or certificated personnel to provide research based intervention before/during/after school in English Language Arts and Math for grades 1-5 for students not meeting standards.	22. Provided extra duty, release time or certificated personnel to provide research based intervention before/during/after school in English Language Arts and Math for grades 1-5 for students not meeting standards.	Supplemental/Concentration 35,000	35,000
23. Provide release time or extra duty for Multi Tiered Support System Leadership Team (MTSS) and IB Leadership Team to lead their grade level on all students academic, social and behavioral	23. Provided release time or extra duty for Multi Tiered Support System Leadership Team (MTSS) and IB Leadership Team to lead their grade level on all students academic, social and behavioral	Supplemental/Concentration 18,650	18,650

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
needs to ensure TK-5 articulated expectations.	needs to ensure TK-5 articulated expectations.		
24. Provide professional development opportunities for English Learner parents to attend conferences such as CABE.	24. There were no volunteers of English Learner parents to attend conferences such as CABE; however, parents did attend district parent workshops.	Title I 3,000	Title I 0

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

The level of implementation for each action and service to achieve Goal 1 was executed in a timely and reasonable manner to ensure that instruction supported the diverse needs of students. We continued to focus on intervention to mitigate learning loss and to improve student achievement of English Learners and at-risk students. Collecting data and progress monitoring continued to be a focus area to meet the diverse needs of all students. Professional development focused on our PYP program five year evaluation and curriculum development to align instructional best practices. There were no parent volunteers to attend CABE; however, we increased parent participation at our ELAC meetings from 3 participants to 14.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

We completed all actions and services which were effective in minimizing the learning loss of students in instruction for students through small group instruction, integrity to lessons and time on task in i-Ready as well as, intervention during the day and after school. Teachers benefitted from the professional development opportunities. Within grade levels, staff sharing results and progress of Smart Goals during SAST and instructional Coaches monitoring i-Ready data, individualized student support became more prominent. In addition, our IB Instructional Coach worked alongside the staff to revise and update planners due to the new PYP enhancements. This included teacher collaboration to analyze data and create common formative assessments and rubrics to meet students needs. The intervention specialists focused on literacy skills using district adopted materials. In ELA, the outcomes of student groups on typical growth are aligning as was previously happening prior to the pandemic. For Math, the outcomes of student groups on typical growth aligned. Approximately 26% of students are receiving reading and math interventions. This includes 40% of our English Language Learners.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

All items except parents attending CABE within the budgeted expenditures were completed. We spent less funds on materials for Makerspace because funding became available through another source, ELOP. In addition, professional development increased to include more staff to expand training opportunities. We continued to provide as much intervention as funding permitted to mitigate the learning loss. Overall, the action and services were completed because of the need to meet the diverse needs of students. Our graphic services and professional development costs increased, too.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We do not see any changes needed for Goal 1 as it relates to the actions and services. English Learners and at risk students continue to be a focus for the school indicating a need for intervention.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities:
- X Priority 4: Pupil Achievement (Pupil Outcomes)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 7: Course Access (Conditions of Learning)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
English Learner Information Workshop Family Latino Literacy Family Math Night Technology Makerspace Parent Meeting Back-to-School Night Title 1 Parent Night IB Information Night College and Career	PIQE offered in the Spring of 2023 In lieu of Family Latino Literacy and Family Math Night, we had an IB Evaluation Celebration and invited parents of English Learners to classroom tours. Makerspace became a weekly ELOP class after school and accessible to classes twice a month during the day.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Create a college and career culture through school activities, events or experiences.	1. Created a college and career culture through school activities, events or experiences.	District	District
2. Provide enrichment opportunities for all students.	2. Provided enrichment opportunities for all students.	District	District

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Weekly, students in grade 2-5 receive 2nd language instruction in Spanish. Providing world language instruction is a requirement with the International Baccalaureate Organization for the Primary Years Program which states a 2nd language needs to be offered to students at age 7.	3. Weekly, students in grade 2-5 received 2nd language instruction in Spanish. Providing world language instruction is a requirement with the International Baccalaureate Organization for the Primary Years Program which states a 2nd language needs to be offered to students at age 7.	District	District
4. Provide social and emotional learning lessons provided by the counselor.	4. Provided social and emotional learning lessons provided by the counselor.	District	District

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

The implementation of our college day was once again a huge success as stated by students, staff and parents. The Request for Assistance form continues to identify which students need counseling or academic support. It has also informed the Tier 2 team with what kind of lessons the counselor needs to provide to classrooms, as well as, guides the assistant principal on what needs to be reviewed and communicated to students through videos for appropriate school and classroom behavior. The counselor aligned her lessons with the IB planners and approaches to learning in addition to any identified areas of classroom needs as it relates to social, emotional learning.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Overall, all of our services and actions were highly effective this year. As part of our Tier 2 team implementation, we are looking how we can best assist and meet the individual needs of students by analyzing and targeting data through these student groups i.e. at risk, SES,English Learners and students with disabilities.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

There are no minor material differences in budgeted or estimated actual expenditures due to expanded training opportunities for staff and the support of another funding source, ELOP.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

The staff feels we should offer more college and career opportunities by bringing professionals to the school sharing their expertise and work related experiences. We think there is also a need for assemblies to assist communicating messages that motivate and promote buy in, such as growth mindset in a social and fun environment.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Priorities addressed by this goal:

State Priorities:
- X Priority 1: Basic (Conditions of Learning)
- X Priority 3: Parental Involvement (Engagement)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 6: School Climate (Engagement)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
Current Chronic Absenteeism Rate: 1. ALL: 3.4% 2. EL: 2.5% 3. SED: 3.4% 4. SWD: 9.3% 5. Asian: 0% 6. Hispanic: 4.4% 7. White: 3.1% 8. Two/more: 1.7%	Current Chronic Absenteeism Rate: 1. ALL: 8.6% 2. EL: 11.6% 3. SED: (not available) 4. SWD: 22.6% 5. Asian: 9.5% 6. Hispanic: 10% 7. White: 5.0% 8. Two/more: 5.0%
Current Status Suspension Rate 1. ALL: 0.9% 2. EL: 1.0% 3. SED: 1.0% 4. SWD: 4.5% 5. Asian: 3% 6. Hispanic: 0.5% 7. White: 1.0% 8. Two/more: 1.0%	Current Status Suspension Rate: 1. ALL: 1.1% increased 2. EL: 2.3% increased 3. SED: N/A information not available at this time 4. SWD: 2.6% decrease 5. Asian: 0% decrease 6. Hispanic: 1.6% increase 7. White: 0% decrease 8. Two/more: 4.8% increase

Expected Outcomes	Actual Outcomes

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide activities and protocols for improving attendance.	1. Provided activities and protocols for improving attendance.	District	District
2. Provide multitiered tools, strategies and supports to address school climate and culture.	2. Provided multitiered tools, strategies and supports to address school climate and culture.	District	District
3. Incorporate strategies to ensure a safe and positive environment.	3. Incorporated strategies to ensure a safe and positive environment.	District	District
4. Provide counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: *Elementary Schools - 1 FTE Counselor	4. Provided counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provided school counselor as follows: *Elementary Schools - 1 FTE Counselor	District	District
5. Extended opportunities to provide enrichment through	5. Extended opportunities to provide enrichment through	Supplemental/Concentration	Supplemental/Concentration

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
afterschool programs (i.e., chess, intra-mural sports, cheerleading, twirl, math field day, spelling bee)	afterschool programs (i.e., chess, intra-mural sports, cheerleading, twirl, math field day, spelling bee).		
6. Provide safety support, playground supervision,and Physical Education assistance and support related to student activities.	6. Provided safety support, playground supervision,and Physical Education assistance and support related to student activities.	Supplemental/Concentration 17,643	Supplemental/Concentration 17,643

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

According to DSUSD data warehouse, our all student suspension rate increased from .9 to 1.1. The student groups show an increase in EL, Hispanic and two or more races. There was a decrease in three student groups which are students with disabilities, Asian and white. In addition, according to DSUSD data warehouse, our chronic abseenteeism decreased from 33.1% to 25.6. Having a full time counselor, para PE, ELOP and a security agent continues to promote a positive and safe school climate.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Our planned actions and services were effective as we decreased our chronic absenteeism rate and we decreased our historicaly high Asian and students with disabilities in suspension.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

There were no discrepancies between budgeted and actual expenditures.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

More efforts will be made to decrease chonic absenteeism by the assistant principal and the full time attendance clerk being secured through district funds. In addition, the site will utilize Synergy at no cost to monitor the EXCEL reward store and behavior instead of using the PBIS award system giving the site a saving of $4,000.

Goals, Actions, & Services

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

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
	Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Identified Need

The CA Dashboard's Five by Five Placement Reports indicated areas of high need in LCAP 1. The English Learner and socioeconomically disadvantaged student groups in English Language Art have a performance category of yellow. Students with disabilities had a performance category of orange. In math, the English Learners, Students with Disabilities and the Socio-economically disadvantaged student groups all had a performance category of yellow. To address these areas of concern, measures will continue to be put in place to address the individual needs of these student groups.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	Mean Distance from Standard in ELA: 1. All: 14.1 2. EL: -1.2 3. SED: -8.4 4. SWD: -78.6 5. Asian: 48.1 6. Hispanic: -4.3 7. White: 40.7 8. Two/more: 33.9	Mean Distance from Standard in ELA: 1. All: 23.1 2. EL: 8 3. SED: 1 4. SWD: -60 5. Asian: 58 6. Hispanic: 5 7. White: 46 8. Two/more: 42	Mean Distance from Standard in ELA: 1. All: 26.1 2. EL: 10 3. SED: 4 4. SWD: -54 5. Asian: 61 6. Hispanic: 8 7. White: 48 8. Two/more: 45	Mean Distance from Standard in ELA: 1. All: 3.0 2. EL: -22.2 3. SED: -5.6 4. SWD: -45.0 5. Asian: 6. Hispanic: -5.2 7. White: 15.0 8. Two/more:

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		Expected Outcome: Typical Growth median targets for Winter i-Ready Reading 2022 All: 64% EL: 57% SWD: 65% Hispanic: 65%	Expected Outcome: Typical Growth median targets for Winter i-Ready Reading 2023 All: 50% EL: 50% SWD: 50% Hispanic: 50%	Expected Outcome: Typical Growth median targets for Winter i-Ready Reading 2023 All: 78% EL: 70% SWD: 75% Hispanic: 70%
Academic Indicator Math: Distance from Standard	Mean Distance from Standard in Math: 1. ALL: 4.8 2. EL: -15.4 3. SED: -14.7 4. SWD: -75.8 5. Asian: 31.3 6. Hispanic: -13.4 7. White: 27.9 8. Two/more: 41.2	Mean Distance from Standard in Math: 1. ALL: 14 2. EL: -6 3. SED: -5 4. SWD: -58 5. Asian: 37 6. Hispanic: -5 7. White: 34 8. Two/more: 44 Baseline: Typical Growth median targets for Winter i-Ready Math 2022 All: 57% EL: 54% SWD: 49% Hispanic: 56%	Mean Distance from Standard in Math: 1. ALL: 17 2. EL: -3 3. SED: -2 4. SWD: -52 5. Asian: 39 6. Hispanic: -2 7. White: 36 8. Two/more: 45 Expected Outcome: Typical Growth median targets for Winter i-Ready Math 2023 All: 50% EL: 50% SWD: 50% Hispanic: 50%	Mean Distance from Standard in Math: 1. ALL: -10.2 2. EL: -28.9 3. SED: -25.3 4. SWD: -65.3 5. Asian: 6. Hispanic: -20.1 7. White: 1.0 8. Two/more: Expected Outcome: Typical Growth median targets for Winter i-Ready Math 2023 All: 65% EL: 65% SWD: 65% Hispanic: 65%

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

Action 1

Students will receive instruction using standards-based State/District adopted core programs	District District

Action 2

All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	District District

Action 3

All English learners receive daily integrated ELD Provided across all content areas.	District District

Action 4

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators.	Title I Centralized Services Centralized Services

Action 5

Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.	Title I Centralized Services Centralized Services

Action 6

Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards	District District

Action 7

Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Title I Centralized Services Centralized Services

Action 8

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Title I Centralized Services Centralized Services

Action 9

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework	District Centralized Services

Action 10

Provide support for early literacy and foundational skills to support students not meeting standards.	Title I Centralized Services Centralized Services

Action 11

11. Provide funding to purchase technology equipment to support researched based instruction to serve as a tool to enhance learning opportunities within the curriculum.	Supplemental/Concentration

Action 12

12. Provide funding to purchase technology software to support student achievement in ELA, math and science (Renaissance) as well as used as a tool for progress monitoring	Supplemental/Concentration 9533

Action 13

13. Provide release time or extra duty for teachers to evaluate/analyze data (CAASPP, i-Ready, Panorama, DIBELS, ESGI Interim and benchmark assessments), IB reflection and revise IB PYP planners in order to develop goals/strategies to close the achievement gap in ELA and Math.	Title I 13,540 Supplemental/Concentration 11,460

Action 14

14. Release time/extra duty for teachers to attend Student Study Team meetings. This includes release time for SST/Title 1 team and for individual teachers to attend for those students not meeting standards.	Title I 2,000

Action 15

15. Provide opportunities for professional development through consultants, conferences, workshops that focus on research based strategies in the core content areas.	Supplemental/Concentration 5,000

Action 16

16. Provide funding for duplication of researched based materials that supplement core content.	Supplemental/Concentration 7,000

Action 17

17. Office Specialist Bilingual to support the needs of students who have not met standards and expand outreach efforts to Spanish speaking parents. Increase parent participation through communication, parent workshops and literacy nights.	Supplemental/Concentration 40,253 Title I 46,231

Action 18

18. Provide snacks, materials, childcare and extra duty hours to parents in order to provide parent education opportunities for students who have not met standards.	Title I 350

Action 19

19. Provide funding to add/replace quality books for the school and library, including Accelerated Reader books, software and materials needed to fully implement Accelerated Reader for students who do not meet standards.	Supplemental/Concentration 1,000

Action 20

20. Provide instructional resources/materials, such as leveled readers, chart racks, IB materials to support literacy, math and science.	Supplemental/Concentration 7,344

Action 21

21. Augment Makerspace materials and provide inquiry based lessons and opportunities in the Makerspace.	Supplemental/Concentration 1,000

Action 22

22. Provide extra duty, release time or certificated personnel to provide research based intervention before/during/after school in English Language Arts and Math for grades 1-5 for students not meeting standards.	Title I 2669

Action 23

23. Provide release time or extra duty for Multi Tiered Support System Leadership Team (MTSS) and IB Leadership Team to lead their grade level on all students academic, social and behavioral needs to ensure TK-5 articulated expectations.	Supplemental/Concentration 12,000

Action 24

24. Provide professional development opportunities for English Learner parents to attend conferences such as CABE.	Title I 3,000

Goals, Actions, & Services

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

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Amelia Earhart School of International Studies recognizes two significant needs to show progress in LCAP Goal 2. First, parenting classes need to be offered in literacy, math and college preparation for families. Second, college and career information opportunities need to be available for students through assemblies, fairs and opportunities to see high school students in their graduation gowns.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Increase parenting classes from 0 to 6	None	English Learner Information Workshop Family Latino Literacy Family Math Night Technology Makerspace Parent Meeting Back-to-School Night Title 1 Parent Night IB Information Night College and Career	English Learner Information Workshop Family Latino Literacy Family Math Night Technology Makerspace Parent Meeting Back-to-School Night Title 1 Parent Night IB Information Night College and Career	

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

Action 1

Create a college and career going culture through school activities, events or experiences.	District District

Action 2

Provide enrichment opportunities for all students.	District District

Action 3

Implement AVID structures/strategies to enhance student learning.	District District

Action 4

4. Provide social and emotional learning lessons provided by the counselor.	District

Goals, Actions, & Services

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

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Amelia Earhart School of International Studies recognizes an area of continuous need in LCAP Goal 3. Lowering the Suspension rate as stated in the CA Dashboard's Five-by-Five Placement Report will continue to be an area of focus. Currently, the low socio economically disadvantaged student group performance level were yellow.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	Current Chronic Absenteeism Rate: 1. ALL: 4.2% 2. EL: 2.9% 3. SED: 4.2% 4. SWD: 11.3% 5. Asian: 0% 6. Hispanic: 5.2% 7. White: 3.5% 8. Two/more: 1.9%	Current Chronic Absenteeism Rate as of 2/22/22: 1. ALL: 36.6% 2. EL: 36.4% 3. SED: not available 4. SWD: 35% 5. Asian: 20% 6. Hispanic: 39% 7. White: 30.9% 8. Two/more: 37.5%	Current Chronic Absenteeism Rate: 1. ALL: 3.4% 2. EL: 2.5% 3. SED: 3.4% 4. SWD: 9.3% 5. Asian: 0% 6. Hispanic: 4.4% 7. White: 3.1% 8. Two/more: 1.7%	Current Chronic Absenteeism Rate: 1. ALL: 3.4% 2. EL: 2.5% 3. SED: 3.4% 4. SWD: 9.3% 5. Asian: 0% 6. Hispanic: 4.4% 7. White: 3.1% 8. Two/more: 1.7%

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Indicator: Current Status Suspension Rate Student Groups: 1. ALLStudents (ALL) 2. English Learners (EL) 3. Socioeconomically Disadvantage (SED) 4. Students with Disabilities (SWD) 5. Asian 6. Hispanic 7. White 8. Two/more Races Data Source: CA Dashboard & DSUSD Data Warehouse (when CA Dashboard data not available)	Current Status Suspension Rate: 1. ALL: 1.2% 2. EL: 2.1% 3. SED: 1.5% 4. SWD: 8.5% 5. Asian: 6.1% 6. Hispanic: 0.6% 7. White: 1.9% 8. Two/more: 1.9%	Current Status Suspension Rate as of 2/22/22: 1. ALL: 0% 2. EL: 0% 3. SED: 0% 4. SWD: 0% 5. Asian: 0% 6. Hispanic: 0% 7. White: 0% 8. Two/more: 0%	Current Chronic Absenteeism Rate: 1. ALL: 0.9% 2. EL: 1.0% 3. SED: 1.0% 4. SWD: 4.5% 5. Asian: 3% 6. Hispanic: 0.5% 7. White: 1.0% 8. Two/more: 1.0%	Current Chronic Absenteeism Rate: 1. ALL: 0.9% 2. EL: 1.0% 3. SED: 1.0% 4. SWD: 4.5% 5. Asian: 3% 6. Hispanic: 0.5% 7. White: 1.0% 8. Two/more: 1.0%

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

Action 1

Provide activities and protocols for improving attendance	District District

Action 2

Provide multi-tiered tools, strategies and supports to address school climate and culture.	District District

Action 3

Incorporate strategies to ensure a safe and positive environment	District District

Action 4

Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: Elementary Schools - 1 FTE Counselor Middle School Counselors - maintain ratio at 500:1 High School Counselors - maintain ratio at 400:1 Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula	District District

Action 5

5. Extended opportunities to provide enrichment through afterschool programs (i.e., chess, intra-mural sports, cheerleading, twirl, math field day, spelling bee)	Supplemental/Concentration

Action 6

6. Provide safety support, playground supervision,and Physical Education assistance and support related to student activities.	Supplemental/Concentration 33,021

Goals, Actions, & Services

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

Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Identified Need

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24

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

Action 1

Provide professional development to include targeted support for students with disabilities	District

Action 2

Implement Universal Design for Learning for all students, including students with disabilities	District

Action 3

Increase parent engagement for students with disabilities.	District

Action 4

Provide inclusionary practices through SAI classroom support to integrated groups of students and differentiation.	

Action 5

Encourage co-planning with SAI staff and general education staff sharing on-going data through data days, MTSS and reviewing the Request for Assistance forms submitted.	

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: School Goal # 1: All students will demonstrate growth as measured by federal, state and district assessments.				
Actions to be Taken to Reach This Goal	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Professional Development and Teacher Support	8/15/23-6/5/24	$8,322 **Total Estimated Cost**: 8,322	8,322	Title I
District ELA Project Facilitator	8/15/23-6/5/24	$5,829 **Total Estimated Cost**: 5,829	5,829	Title I
Site Instructional Coach	8/15/23-6/5/24	$65,500 **Total Estimated Cost**: 65,500	65,500	Title I
Preschool to Elementary Transition	8/15/23-6/5/24	$7,581 **Total Estimated Cost**: 7,581	7,581	Title I
Budget Support	8/15/23-6/5/24	$1,086 **Total Estimated Cost**: 1,086	1,086	Title I
SFPO Project Facilitator	8/15/23-6/5/24	$12,139 **Total Estimated Cost**: 12,139	12,139	Title I
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	$7,719 **Total Estimated Cost**: 7,719	7,719	Title I
Foster and McKinney-Vento Liaison	8/15/23-6/5/24	$3,114 **Total Estimated Cost**: 3,114	3,114	Title I

Total Cost For All Actions: 111,290

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After–School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc
Of the four following options, please select the one that describes this school site.

Select from: This site operates a SWP but does not consolidate its funds as part of operating a SWP.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs).
Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).
Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals.
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP)
Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.
For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.
Other federal funds (list and describe). Create a new row for each separate program.

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	$67,790.00	No
Total amount of federal categorical funds allocated to this school.	$67,790.00	
Total amount of state and federal categorical funds allocated to this school.	$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter “yes” or “no” if the program is consolidated as part of the schoolwide program.

California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
Supplemental/Concentration	$127,611.00	No
Total amount of StateLocal categorical funds allocated to this school.	$127,611.00	
Total amount of state and StateLocal categorical funds allocated to this school.	$195,401	

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:

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

2. 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.

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

Select from: English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
Ana Maria Rosas	
Lauren Mayer	
Katie Corson	
Kari Sutherland	
Imelda Vee Rubio	
Margie Sanchez	
Glynis McIntyre	
Heather Claborn	

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on:April 25, 2023.

Attested:

Ann Morales		
Typed name of school principal	Signature of school principal	Date
Katie Corson		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ann Morales	X				
Lisa Irrera			X		
Glynis McIntyre		X			
Kari Sutherland		X			
Heather Claborn		X			
Ana Maria Rosas				X	
Margie Sanchez				X	
Kathryn Corson				X	
Imelda Vee Rubio				X	
Lauren Mayer				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	