School Year: **2026-27**

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 Anthony Abney anthony.abney@desertsands.us	33670586118863	March 25, 2026	

Purpose and Description

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

Schoolwide Program

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

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, inclusive of the identification of resource inequities. Throughout this process, we developed goals, measurable outcomes, strategies, actions, and services that are aligned with those of the district while 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 for the 26-27 school year.

The Story

Describe the students and community and how the school serves them. Include a brief description of the school's context & summarize the school's priority needs.

Amelia Earhart Elementary School of International Studies, established in Indio on September 4, 2001, is a vibrant TK-5 learning community. As an International Baccalaureate (IB) Primary Years Programme school, we are dedicated to fostering inquiry-based learning, global awareness, and the development of caring, knowledgeable, and proactive young individuals.

Our Diverse Community
Earhart Elementary proudly serves 751 students with a rich and diverse demographic profile:

66.0% are Hispanic.
23.6% are White.
0.4% are African American.
2.5% are Asian.
11.6% are English Language Learners, predominantly Spanish speakers.
2.0% of our ELs are Initial Fluent English Proficient, and 2.8% of our student population reclassified as Fluent English Proficient.
0.4% of students are in Foster Care.
60.1% of our students qualify as low socioeconomic status.

This diversity is integral to our IB focus on intercultural understanding.

Earhart's commitment to creating a positive and effective learning environment is consistently recognized. We earned the 2025 PBIS Platinum Implementation Award.

Our IB Primary Years Programme integrates California-standards-based instruction with a lens of inquiry and global perspective. Learning is driven by project-based and experiential activities, encouraging students to be Inquirers, Thinkers, and Risk-takers. Each grade develops 4-6 inquiry-based units around IB's transdisciplinary themes, culminating in the 5th-grade Exhibition personal project. We support the academic and social-emotional needs of all students through a robust Multi-Tiered System of Support (MTSS) program. Our MTSS Team continuously monitors student performance and provides targeted Tier 1, 2, and 3 interventions, ensuring every child’s needs are met for academic growth and responsible behavior.

Earhart augments its core program with numerous enrichment opportunities via the Extended Learning Opportunity Program, including cheer, intramural sports, and clubs. Students in grades 2-5 receive weekly Spanish language instruction, and all students benefit from weekly music and art. Our Physical Education program emphasizes health and wellness led by a certificated teacher.

The success of Amelia Earhart Elementary stems from the strong partnership between our dedicated staff, engaged families, and our supportive PTO, who actively contribute to our vibrant learning community. We are committed to empowering our students to be responsible, lifelong learners, prepared to use their agency for a better world.

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, educational partner input, 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

School Goal 1

Based on our review of the 2025 California School Dashboard and local assessments, Amelia Earhart Elementary is celebrating significant strides in several key areas:English Language Arts (ELA): We are incredibly proud of the 13.6-point increase in ELA performance for our student body as a whole, moving us to a "Yellow" status. Notably, our White student group reached the "Blue" performance level, scoring 17.5 points above standard—an impressive 26.5-point jump year-over-year. Our Socioeconomically Disadvantaged students also showed a solid 6-point increase. Mathematics: While we continue to focus on this area, our English Learners demonstrated a strong 10.3-point increase in Math

performance. This growth is a testament to our shift toward making student thinking visible through inquiry-based practices. English Learner Progress (ELPI): Our data shows that 43.3% of our English Learners progressed at least one ELPI level. We are seeing the fruits of our integrated ELD instruction and our commitment to empowering our non-English speaking parent community through monthly workshops. Local Literacy Success: Beyond state testing, our local DIBELS data is a bright spot, with 64% of students scoring at or above benchmark on the middle-of-year diagnostic, showcasing the strength of our early literacy initiatives. School Climate & Safety: Our 2026 Panorama Survey results were stellar; students reported improved rates of sense of belonging, school safety, and engagement. Furthermore, our commitment to restorative practices led to a 50% year-over-year decrease in suspensions.

School Goal 2

Social-Emotional: According to our Spring 2026 Panorama Survey, students reported improved rates of self-management, grit, growth mindset, self-efficacy, teacher-student relationships, sense of belonging, and school climate, safety, and engagement.

School Goal 3

Suspensions and Chronic Absenteeism: Suspensions are down 50% year-over-year so far due to an increase in teacher/counselor/admin efficacy in restorative practices, and students in danger of being chronically absent are being monitored closely. These students are also being offered multiple ways to recover absences. Schoolwide initiatives toward staff and parents have helped both metrics.

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?

School Goal 1

Mathematics and Students with Disabilities (SWD) Performance
Strong math instruction remains a critical priority for Earhart, particularly as it relates to closing the achievement gap for our most vulnerable learners. Mathematics Performance: Overall, our students are scoring 29.4 points below standard, which represents a 10.2-point decline from the previous year. Students with Disabilities (SWD): Our Dashboard data indicates a significant area of concern for our SWD group, which currently sits in the "Red" performance category for both ELA and Mathematics. In ELA, students with disabilities are 100.3 points below standard, with a 6.6-point decline. In Math, the gap is even wider, with this group scoring 106 points below standard after a 6.2-point decline. The Path Forward: To address these inequities, we are focusing our professional development on Cognitively Guided Instruction (CGI). By utilizing strategies like Number Talks, Counting Collections, and making student thinking visible, we aim to provide high-quality Tier 1 instruction that is accessible to all learners. As we transition to our new math curriculum next year, we will ensure that these inquiry-based, "low-floor, high-ceiling" tasks are at the heart of our IB Primary Years Programme, allowing our Students with Disabilities more entry points into complex problem solving.

School Goal 2

While we are a proud IB World School, our 2025 ELPAC results indicate a significant need, with English Learner progress declining by 14.7%. To ensure all students are "prepared to make a successful transition to further education," as our goal states, we must bridge this gap. Our data shows that only 43.3% of English Learners progressed at least one ELPI level. To address this, we are intensifying our focus on:Transdisciplinary Inquiry: Moving beyond "status quo" to ensure inquiry-based instruction is seen prominently in every classroom to drive engagement. Designated and Integrated ELD: Providing professional development that focuses on designated and integrated ELD supports across all core content areas. Family Agency: Expanding our parenting classes from 0 to 8+ sessions, specifically targeting literacy, math, and IB information to empower our families as partners in college and career readiness.

School Goal 3

Social Emotional: Students reported increased rates on SEL skills and competencies as well as support and environment, according to the 2026 Spring Panorama Survey. For 2026-2027, we will need to focus on Social Awareness competencies, which include the ability to describe feelings, to get along with other students who are different from you, and to disagree without getting into an argument. Creating a safe, respectful environment through the IB Learner Profile is central to our mission, but current metrics show areas for urgent attention: Chronic Absenteeism:

Our overall rate remains a concern at 17.5%, with certain student groups, such as our Socioeconomically Disadvantaged students, as high as 21.8%. We have identified a specific need to lower these rates by expanding our "Attendance Matters" campaign and recovery options like independent study and Saturday school. Suspension Rates: While many student groups maintain low rates, our overall suspension rate saw a slight 0.6% increase last year. We are responding by deepening our staff's efficacy in restorative practices—moving away from punitive discipline and toward the "Social Awareness" competencies identified in our Panorama Survey, such as resolving disagreements without conflict.

Resource Inequities

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

School Goal 1

n/a

School Goal 2

n/a

School Goal 3

n/a

Needs Assessment - Educational Partner Involvement

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? How did these consultations impact the SPSA?

Name of Group	Date(s)	Input	Impact on SPSA
SSC	3/25/26, 2/25/26, 1/21/26, 10/22/25, 9/24/25	The SSC reviewed academic, suspension, attendance, and Panorama data and discussed our strengths and next steps. The SSC felt that focusing our goals and dollars on academic growth, especially in math, reading, and writing, were appropriate due to the data.	SSC wanted to see actions taken to support stronger mathematics, ELD, SEL instruction as well as opportunities for parents to participate in their child's education. Goals were created for academic achievement in reading, math, and social emotional growth.
ELAC	3/20/26, 2/20/26, 11/14/25, 10/10/25	The ELAC reviewed the academic, suspension, attendance, and Panorama data and discussed our strengths and next steps. The ELAC agreed that purchasing an Office Specialist-Bilingual was a good use of funds to work with our ELAC parents, to provide parent workshops and translations, to provide culturally responsive experiences to students, and to empower our parents to get involved in their children's education	ELAC committee members wanted to see continued support for our bilingual office tech position as well as more support and learning opportunities for ELL students. Goals were created to provide bilingual support for our students and parents.
Other Groups *(click add row)*			

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
748	**65.4%**	**11.6%**	**0.4%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	87	11.6%
Foster Youth	3	0.4%
Homeless	7	0.9%
Socioeconomically Disadvantaged	489	65.4%
Students with Disabilities	78	10.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.7%
American Indian	4	0.5%
Asian	23	3.1%
Filipino	7	0.9%
Hispanic	492	65.8%
Two or More Races	20	2.7%
Pacific Islander	0	0.0%
White	169	22.6%

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at https://www.caschooldashboard.org/#/Home (search school or LEA and select the appropriate dashboard section).

School and Student Performance Data

Overall Performance

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at https://www.caschooldashboard.org/#/Home (search school or LEA and select the appropriate dashboard section).

Comprehensive Needs Assessment

Goal 1 – Student Group Data Analysis

English Language Arts

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	0	1

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	
11.8 points below standard	54.9 points below standard	
Increased 13.6 points	Declined 9 points	
373 Students	47 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	37.6 points below standard
	1 Student	Increased 6 points
		235 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
100.3 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 6.6 points	2 Students	
45 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	24.6 points below standard
9 Students	2 Students	Increased 6.6 points
		245 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
11.5 points above standard	0 Students	17.5 points above standard
11 Students		Increased 26.5 points
		86 Students

School and Student Performance Data

Goal 1 – Grade Level Data Analysis
English Language Arts/Literacy (All Students)

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.35	11.02	14.96	55.65	65.35	64.57	25.00	23.62	20.47
Grade 4	16.95	16.13	18.40	68.64	63.71	64.80	14.41	20.16	16.80
Grade 5	16.08	18.70	16.41	68.53	61.79	64.06	15.38	19.51	19.53
All Grades	17.40	15.24	16.58	64.42	63.64	64.47	18.18	21.12	18.95

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.71	4.72	10.24	49.19	44.88	62.20	37.10	50.39	27.56
Grade 4	10.17	10.48	8.00	61.86	60.48	63.20	27.97	29.03	28.80
Grade 5	5.59	12.20	17.97	72.73	64.23	55.47	21.68	23.58	26.56
All Grades	9.61	9.09	12.11	61.82	56.42	60.26	28.57	34.49	27.63

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.90	9.45	11.02	75.81	70.87	71.65	11.29	19.69	17.32
Grade 4	6.78	14.52	8.80	80.51	73.39	78.40	12.71	12.10	12.80
Grade 5	13.99	10.57	15.63	72.73	80.49	72.66	13.29	8.94	11.72
All Grades	11.43	11.50	11.84	76.10	74.87	74.21	12.47	13.64	13.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.52	7.09	7.87	62.90	61.42	68.50	22.58	31.50	23.62
Grade 4	11.86	9.68	13.60	67.80	69.35	72.00	20.34	20.97	14.40
Grade 5	11.19	15.45	17.97	74.13	69.92	60.94	14.69	14.63	21.09
All Grades	12.47	10.70	13.16	68.57	66.84	67.11	18.96	22.46	19.74

School and Student Performance Data

Goal 1 - i-Ready Data Analysis
English Language Arts

ELA Overall Placement (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Kinder	52.0%	29.0%	18.0%	0.0%	0.0%
1st	62.0%	17.0%	21.0%	0.0%	0.0%
2nd	49.0%	22.0%	22.0%	8.0%	0.0%
3rd	28.0%	38.0%	19.0%	12.0%	3.0%
4th	38.0%	15.0%	38.0%	5.0%	5.0%
5th	27.0%	23.0%	27.0%	16.0%	9.0%
6th	0%	0%	0%	0%	0%
7th	0%	0%	0%	0%	0%
8th	0%	0%	0%	0%	0%
9th	0%	0%	0%	0%	0%
10th	0%	0%	0%	0%	0%
11th	0%	0%	0%	0%	0%
12th	0%	0%	0%	0%	0%

ELA Overall Placement by Domain (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Phonological Awareness (PA)	85.0%	7.0%	7.0%	1.0%	0.0%
Phonics (PH)	73.0%	9.0%	10.0%	4.0%	4.0%
High-Frequency Words (HFW)	85.0%	5.0%	8.0%	1.0%	1.0%
Vocabulary (VOC)	33.0%	25.0%	33.0%	7.0%	2.0%
Comprehension: Overall (COMP)	39.0%	22.0%	27.0%	8.0%	5.0%
Literature (LIT)	41.0%	19.0%	27.0%	8.0%	4.0%
Informational Text (INFO)	37.0%	20.0%	28.0%	9.0%	6.0%

ELA EL Placement (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Kinder	36.0%	44.0%	20.0%	0.0%	0.0%
1st	47.0%	20.0%	33.0%	0.0%	0.0%
2nd	25.0%	8.0%	42.0%	25.0%	0.0%
3rd	5.0%	35.0%	35.0%	20.0%	5.0%
4th	0.0%	33.0%	50.0%	0.0%	17.0%

5th	0.0%	0.0%	33.0%	33.0%	33.0%
6th	0%	0%	0%	0%	0%
7th	0%	0%	0%	0%	0%
8th	0%	0%	0%	0%	0%
9th	0%	0%	0%	0%	0%
10th	0%	0%	0%	0%	0%
11th	0%	0%	0%	0%	0%
12th	0%	0%	0%	0%	0%

ELA EL Placement by Domain (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Phonological Awareness (PA)	70.0%	16.0%	11.0%	2.0%	0.0%
Phonics (PH)	56.0%	9.0%	21.0%	6.0%	8.0%
High-Frequency Words (HFW)	71.0%	7.0%	17.0%	2.0%	2.0%
Vocabulary (VOC)	17.0%	20.0%	48.0%	9.0%	6.0%
Literature (LIT)	23.0%	24.0%	31.0%	16.0%	6.0%
Informational Text (INFO)	21.0%	17.0%	39.0%	14.0%	9.0%

School and Student Performance Data

Goal 1 – Student Group Data Analysis
Mathematics

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Yellow	
33.4 points below standard	59.7 points below standard	
Maintained -1.7 points	Increased 10.3 points	
373 Students	47 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	53.3 points below standard
	1 Student	Maintained -2.6 points
		235 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
106 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 6.2 points	2 Students	
45 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	44.4 points below standard
9 Students	2 Students	Declined 3.8 points
		245 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
30.5 points below standard	0 Students	7.3 points below standard
11 Students		Maintained 1 points
		86 Students

School and Student Performance Data

Goal 1 – Grade Level Data Analysis
Mathematics (All Students)

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.20	16.54	14.17	58.40	51.18	53.54	26.40	32.28	32.28
Grade 4	12.71	10.48	12.80	58.47	58.87	56.80	28.81	30.65	30.40
Grade 5	12.59	9.76	13.39	55.24	59.35	51.97	32.17	30.89	34.65
All Grades	13.47	12.30	13.46	57.25	56.42	54.09	29.27	31.28	32.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.60	11.81	13.39	69.60	67.72	66.14	16.80	20.47	20.47
Grade 4	16.10	13.71	9.60	55.93	64.52	66.40	27.97	21.77	24.00
Grade 5	15.38	6.50	6.30	58.04	65.04	58.27	26.57	28.46	35.43
All Grades	15.03	10.70	9.76	61.14	65.78	63.59	23.83	23.53	26.65

School and Student Performance Data

Goal 1 - i-Ready Data Analysis
Mathematics

Math Overall Placement (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Kinder	58.0%	13.0%	29.0%	0.0%	0.0%
1st	39.0%	27.0%	33.0%	2.0%	0.0%
2nd	23.0%	22.0%	46.0%	9.0%	0.0%
3rd	21.0%	28.0%	38.0%	8.0%	5.0%
4th	27.0%	24.0%	39.0%	7.0%	2.0%
5th	25.0%	23.0%	33.0%	7.0%	12.0%
6th	0%	0%	0%	0%	0%
7th	0%	0%	0%	0%	0%
8th	0%	0%	0%	0%	0%
9th	0%	0%	0%	0%	0%
10th	0%	0%	0%	0%	0%

11th	0%	0%	0%	0%	0%
12th	0%	0%	0%	0%	0%

Math Overall Placement by Domain (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Number and Operations (NO)	41.0%	21.0%	31.0%	5.0%	2.0%
Algebra and Algebraic Thinking (ALG)	37.0%	21.0%	33.0%	7.0%	3.0%
Measurement and Data (MS)	40.0%	15.0%	33.0%	8.0%	4.0%
Geometry (GEO)	36.0%	16.0%	36.0%	7.0%	5.0%

Math EL Placement (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Kinder	52.0%	20.0%	28.0%	0.0%	0.0%
1st	20.0%	27.0%	53.0%	0.0%	0.0%
2nd	0.0%	17.0%	50.0%	33.0%	0.0%
3rd	10.0%	10.0%	60.0%	10.0%	10.0%
4th	0.0%	17.0%	67.0%	17.0%	0.0%
5th	0.0%	11.0%	44.0%	11.0%	33.0%
6th	0%	0%	0%	0%	0%
7th	0%	0%	0%	0%	0%
8th	0%	0%	0%	0%	0%
9th	0%	0%	0%	0%	0%
10th	0%	0%	0%	0%	0%
11th	0%	0%	0%	0%	0%
12th	0%	0%	0%	0%	0%

Math EL Placement by Domain (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Number and Operations (NO)	26.0%	22.0%	37.0%	13.0%	2.0%
Algebra and Algebraic Thinking (ALG)	26.0%	18.0%	38.0%	14.0%	3.0%
Measurement and Data (MS)	23.0%	11.0%	46.0%	13.0%	7.0%
Geometry (GEO)	31.0%	5.0%	43.0%	14.0%	8.0%

School and Student Performance Data

Goal 1 – Data Analysis
ELPAC

English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	No Performance Color
44.3 making progress.	making progress.
Number of students: 61 Students	Number of students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
21.7%	33.3%	1.7%	43.3%

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at https://www.caschooldashboard.org/#/Home (search school or LEA and select the appropriate dashboard section).

School and Student Performance Data

Goal 1 - Data Analysis
ELPAC

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.18	14.29	24.00	31.82	35.71	56.00	31.82	39.29	20.00	18.18	10.71	0.00	22	28	25
1	0.00	25.00	6.67	45.00	33.33	53.33	40.00	33.33	33.33	15.00	8.33	6.67	20	12	15
2	*	9.52	9.09	*	71.43	63.64	*	19.05	27.27	*	0.00	0.00	*	21	11
3	0.00	*	4.76	36.36	*	52.38	54.55	*	33.33	9.09	*	9.52	11	*	21
4	15.79	*	*	36.84	*	*	47.37	*	*	0.00	*	*	19	*	*
5	28.57	36.84	25.00	42.86	31.58	33.33	28.57	26.32	33.33	0.00	5.26	8.33	14	19	12
All Grades	11.70	18.37	16.67	41.49	43.88	50.00	38.30	31.63	28.89	8.51	6.12	4.44	94	98	90

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	13.64	21.43	8.00	36.36	32.14	72.00	31.82	35.71	12.00	18.18	10.71	8.00	22	28	25
1	5.00	25.00	13.33	55.00	25.00	53.33	40.00	33.33	20.00	0.00	16.67	13.33	20	12	15
2	*	57.14	36.36	*	28.57	45.45	*	14.29	18.18	*	0.00	0.00	*	21	11
3	18.18	*	28.57	45.45	*	52.38	36.36	*	14.29	0.00	*	4.76	11	*	21
4	42.11	*	*	36.84	*	*	21.05	*	*	0.00	*	*	19	*	*
5	50.00	47.37	50.00	42.86	42.11	33.33	7.14	5.26	16.67	0.00	5.26	0.00	14	19	12
All Grades	25.53	33.67	26.67	43.62	37.76	53.33	26.60	22.45	14.44	4.26	6.12	5.56	94	98	90

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	10.71	32.00	7.69	28.57	32.00	61.54	53.57	36.00	30.77	7.14	0.00	13	28	25
1	0.00	16.67	6.67	15.38	58.33	60.00	30.77	16.67	26.67	53.85	8.33	6.67	13	12	15
2	15.79	9.52	18.18	57.89	52.38	45.45	15.79	23.81	36.36	10.53	14.29	0.00	19	21	11
3	15.38	*	0.00	19.23	*	33.33	53.85	*	47.62	11.54	*	19.05	26	*	21
4	0.00	*	*	8.33	*	*	58.33	*	*	33.33	*	*	12	*	*
5	*	10.53	8.33	*	31.58	16.67	*	47.37	66.67	*	10.53	8.33	*	19	12
All Grades	10.64	10.20	13.33	22.34	38.78	38.89	48.94	37.76	40.00	18.09	13.27	7.78	94	98	90

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	13.64	17.86	36.00	63.64	71.43	64.00	22.73	10.71	0.00	22	28	25
1	30.00	41.67	40.00	70.00	41.67	46.67	0.00	16.67	13.33	20	12	15
2	*	57.14	27.27	*	42.86	72.73	*	0.00	0.00	*	21	11
3	0.00	*	14.29	72.73	*	71.43	27.27	*	14.29	11	*	21
4	15.79	*	*	78.95	*	*	5.26	*	*	19	*	*
5	21.43	26.32	8.33	71.43	68.42	91.67	7.14	5.26	0.00	14	19	12
All Grades	17.02	34.69	28.89	72.34	59.18	65.56	10.64	6.12	5.56	94	98	90

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.18	17.86	12.00	59.09	64.29	76.00	22.73	17.86	12.00	22	28	25
1	10.00	0.00	0.00	90.00	75.00	86.67	0.00	25.00	13.33	20	12	15
2	*	52.38	36.36	*	42.86	54.55	*	4.76	9.09	*	21	11
3	45.45	*	47.62	54.55	*	52.38	0.00	*	0.00	11	*	21
4	36.84	*	*	63.16	*	*	0.00	*	*	19	*	*
5	71.43	84.21	58.33	28.57	10.53	33.33	0.00	5.26	8.33	14	19	12
All Grades	32.98	36.73	31.11	61.70	52.04	61.11	5.32	11.22	7.78	94	98	90

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.18	10.71	20.00	68.18	71.43	80.00	13.64	17.86	0.00	22	28	25
1	10.00	25.00	26.67	65.00	66.67	60.00	25.00	8.33	13.33	20	12	15
2	*	4.76	9.09	*	80.95	90.91	*	14.29	0.00	*	21	11
3	0.00	*	4.76	63.64	*	52.38	36.36	*	42.86	11	*	21
4	15.79	*	*	52.63	*	*	31.58	*	*	19	*	*
5	28.57	15.79	8.33	50.00	73.68	66.67	21.43	10.53	25.00	14	19	12
All Grades	13.83	11.22	14.44	63.83	71.43	68.89	22.34	17.35	16.67	94	98	90

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	27.27	21.43	76.00	54.55	75.00	24.00	18.18	3.57	0.00	22	28	25
1	5.00	8.33	6.67	80.00	91.67	86.67	15.00	0.00	6.67	20	12	15
2	*	14.29	18.18	*	76.19	81.82	*	9.52	0.00	*	21	11
3	0.00	*	0.00	90.91	*	90.48	9.09	*	9.52	11	*	21
4	26.32	*	*	68.42	*	*	5.26	*	*	19	*	*
5	7.14	26.32	16.67	78.57	63.16	66.67	14.29	10.53	16.67	14	19	12
All Grades	15.96	17.35	26.67	71.28	73.47	66.67	12.77	9.18	6.67	94	98	90

Comprehensive Needs Assessment

Goal 1 - i-Ready Data Analysis – English Learners
English Language Arts

ELA Overall Placement (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Kinder	38.0%	44.0%	19.0%	0.0%	0.0%
1st	62.0%	0.0%	31.0%	8.0%	0.0%
2nd	14.0%	27.0%	50.0%	9.0%	0.0%
3rd	0.0%	38.0%	38.0%	25.0%	0.0%
4th	0.0%	20.0%	50.0%	10.0%	20.0%
5th	5.0%	5.0%	16.0%	53.0%	21.0%
6th	0%	0%	0%	0%	0%
7th	0%	0%	0%	0%	0%
8th	0%	0%	0%	0%	0%
9th	0%	0%	0%	0%	0%
10th	0%	0%	0%	0%	0%
11th	0%	0%	0%	0%	0%
12th	0%	0%	0%	0%	0%

ELA Overall Placement by Domain (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Phonological Awareness (PA)	73.0%	16.0%	9.0%	2.0%	0.0%
Phonics (PH)	56.0%	11.0%	19.0%	9.0%	5.0%
High-Frequency Words (HFW)	77.0%	9.0%	12.0%	1.0%	0.0%
Vocabulary (VOC)	19.0%	15.0%	41.0%	18.0%	7.0%

Literature (LIT)	20.0%	18.0%	34.0%	18.0%	9.0%
Informational Text (INFO)	24.0%	15.0%	33.0%	15.0%	14.0%

Goal 1 - i-Ready Data Analysis – English Learners Mathematics

Math Overall Placement (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Kinder	50.0%	38.0%	12.0%	0.0%	0.0%
1st	15.0%	23.0%	54.0%	8.0%	0.0%
2nd	0.0%	23.0%	73.0%	5.0%	0.0%
3rd	0.0%	25.0%	38.0%	38.0%	0.0%
4th	20.0%	0.0%	60.0%	20.0%	0.0%
5th	0.0%	5.0%	53.0%	32.0%	11.0%
6th	0%	0%	0%	0%	0%
7th	0%	0%	0%	0%	0%
8th	0%	0%	0%	0%	0%
9th	0%	0%	0%	0%	0%
10th	0%	0%	0%	0%	0%
11th	0%	0%	0%	0%	0%
12th	0%	0%	0%	0%	0%

Math Overall Placement by Domain (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Number and Operations (NO)	25.0%	18.0%	48.0%	6.0%	3.0%
Algebra and Algebraic Thinking (ALG)	20.0%	20.0%	45.0%	9.0%	5.0%
Measurement and Data (MS)	28.0%	8.0%	43.0%	18.0%	2.0%
Geometry (GEO)	20.0%	10.0%	43.0%	22.0%	5.0%

Goal 1 – Data Analysis

	Strengths	Needs
ELA Overall Analysis	Strengths: Early literacy remains a cornerstone of our success, with 64% of students scoring at or above benchmark on middle-of-year DIBELS diagnostics.. Our "All Students" group saw a 13.6-point increase in ELA performance.	There is a significant performance gap for Students with Disabilities (SWD), who are currently 100.3 points below standard in ELA.. Additionally, i-Ready data highlights a specific need for targeted support in Vocabulary and Comprehension of Informational Text, where nearly 43% and 43% of students, respectively, are performing below grade level.
Math Overall Analysis	Our English Learners (EL) showed resilience with a 10.3-point increase in	The school overall experienced a 10.2-point decline, leaving us 29.4 points

	math performance. i-Ready domain data shows that Number and Operations is our strongest area, with 62% of students performing at or above grade level, providing a solid foundation for our CGI work.	below standard.. Our Students with Disabilities are in the "Red" category, performing 106 points below standard.. We must focus on Problem Solving and Communicating Reasoning, as CAASPP data shows 32.45% and 26.65% of students, respectively, fall "Below Standard" in these inquiry-heavy domains.
English Learner Performance/ELPAC	43.3% of our English Learners progressed at least one ELPI level, and a combined 51.7% of ELs scored at Level 3 or 4 in Oral Language on the ELPAC.	Our ELPI status is "Red" because 21.7% of EL students decreased at least one ELPI level last year.. We have an urgent need to improve Written Language, where 40% of EL students are still performing at the "Beginning" (Level 1) stage.
English Learners/ELA	Phonological Awareness and Phonics are clear areas of strength, with 89% and 67% of EL students, respectively, at or near grade level.. This indicates our foundational Tier 1 literacy instruction is reaching this group.	The gap widens in Vocabulary, where 66% of EL students are one or more grade levels below.. This impacts their ability to engage with complex IB transdisciplinary texts, requiring a shift toward more robust language-acquisition strategies across all inquiry units.
English Learners/Math	In the i-Ready Geometry domain, English Learners showed a relative strength with 31% scoring Mid or Above Grade Level, which is higher than their performance in other math domains.	Multi-step word problems remain a barrier; 33% of our 5th-grade ELs are three or more grade levels below in Math overall.. We need to bridge the gap between computational fluency and Problem Solving, specifically helping ELs decode the language of math within their units of inquiry.

School and Student Performance Data

Goal 2 – Data Analysis
College and Career Indicator

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at https://www.caschooldashboard.org/#/Home (search school or LEA and select the appropriate dashboard section).

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at https://www.caschooldashboard.org/#/Home (search school or LEA and select the appropriate dashboard section).

School and Student Performance Data

Goal 2 – Data Analysis

	Strengths	Needs
AVID Program Implementation (elementary, middle, high)	We have successfully integrated California-standards-based instruction with an inquiry-based, global lens. Every grade level has developed 4–6 transdisciplinary inquiry units, culminating in the 5th-grade Exhibition. Our push to make student thinking highly visible has directly correlated with improved Student Engagement and a sense of belonging on the 2026 Panorama Survey.	While the framework exists, transdisciplinary, inquiry-based instruction is not yet seen prominently or consistently in every classroom. We need to solidify our units of study so that every lesson "launches and lands" with inquiry.
Other College/Career Readiness programs – Implementation & impact (CTE, STEM, art, music, coding, etc.) (elementary, middle, high schools)	Earhart provides robust exposure to "future-ready" skills through weekly Spanish language instruction (grades 2–5), music, art, and a Physical Education program focused on wellness. Additionally, students have access to STEM, coding, sports, and various clubs through the Extended Learning Opportunity Program (ELOP). Earhart also participates in La Quinta High School's Grad Walks to inspire achievement.	There is a recognized need to bridge the gap between elementary exploration and future preparation by offering targeted parenting classes in college preparation and creating more opportunities for students to engage with high school mentors.
AVID Student performance on CAASPP/iReady compared to non-AVID students (middle, high schools)	All of Earhart's students participate in the IB program, so we can't compare our IB students to non-IB students.	All of Earhart's students participate in the IB program, so we can't compare our IB students to non-IB students.
Percentage of 8th graders receiving a C or better in CORE ELA, Math, Science, Social Science (middle school only)	n/a	n/a
Access to Honors AP and College Courses (middle & high school)	n/a	n/a
Graduation Rate (HS only)	n/a	n/a
College & Career Indicator (HS only)	n/a	n/a

School and Student Performance Data

Goal 3 - Data Analysis
Chronic Absenteeism

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	
17.5% Chronically Absent	17.3% Chronically Absent	
Declined 2	Declined 0.7	
762 Students	98 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	21.8% Chronically Absent
3 Students	7 Students	Declined 2.3
		504 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
20.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 2.6	5 Students	4 Students
102 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
4.2% Chronically Absent	Fewer than 11 students - No Data for Privacy	19.6% Chronically Absent
Declined 12.5	7 Students	Declined 2
24 Students		500 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
20.8% Chronically Absent	0 Students	13.2% Chronically Absent
Declined 5.1		Increased 0.7
48 Students		174 Students

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at https://www.caschooldashboard.org/#/Home (search school or LEA and select the appropriate dashboard section).

School and Student Performance Data

Goal 3 – Data Analysis
Suspension Rate

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

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

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

Red

Orange

Yellow

Green

Blue

Lowest Performance | Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	2	1

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Blue	
1% suspended at least one day	0% suspended at least one day	
Increased 0.7%	Declined 0.9%	
769 Students	98 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	1.6% suspended at least one day
3 Students	7 Students	Increased 1%
		508 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
1% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained -0.2%	5 Students	4 Students
102 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	1% suspended at least one day
Declined 4.2%	7 Students	Increased 0.8%
24 Students		505 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Green
2% suspended at least one day	0 Students	0.6% suspended at least one day
Increased 2%		Maintained 0%
50 Students		174 Students

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at https://www.caschooldashboard.org/#/Home (search school or LEA and select the appropriate dashboard section).

School and Student Performance Data

Goal 3 – Data Analysis

	Strengths	Needs
Chronic Absenteeism	We have implemented a new attendance focus this year, including spirit days, Saturday attendance recovery, independent study, and ELOP incentives. These initiatives helped our overall rate decline by 7.5% last year. Notably, our English Learners and Hispanic student groups maintained a Yellow status, with rates at 17.3% and 19.6% respectively.	Despite overall improvements, significant gaps remain for specific student groups in the Orange category. Our Socioeconomically Disadvantaged (SED) students have a chronic absenteeism rate of 21.8%, while Students with Disabilities (SWD) are at 20.6%. Additionally, our White student group saw a slight increase of 0.7%. We must ensure our "Attendance Matters" campaign specifically reaches these families to remove barriers to daily attendance.
Suspension	Our administration and counselors are fully trained in restorative practices, leading to a 50% year-over-year decrease in total suspensions. Our English Learners reached the Blue performance level with a 0% suspension rate, and our Students with Disabilities are in the Green category, having maintained or declined their rates.	While the overall rate is low, it did increase by 0.6% to a total of 1.1% last year. We have two groups in the Orange category that require focused restorative support: Socioeconomically Disadvantaged students (1.6% rate) and students of Two or More Races (2% rate). Our goal is to use the IB Learner Profile to build conflict-resolution skills in these groups specifically.
Panorama Survey Results - Students	Social-Emotional: According to our Spring 2026 Panorama Survey, students reported improved rates of self-management, grit, growth mindset, self-efficacy, teacher-student relationships, sense of belonging, and school climate, safety, and engagement. Besides being status quo with social awareness, Earhart increased scores in all areas.	Social Emotional: We are currently "status quo" in Social Awareness. For the 2026-2027 year, we need to focus on helping students get along with those who are different from them and learning to disagree without arguing. This is especially critical for our Orange status student groups to help further reduce suspension incidents.
Panorama Survey Results - Family	Parents reported extremely high favorability ratings in the following areas: School Safety (87%), School Climate (86%), Family Efficacy (83%), School Fit (81%), and Grit (69%).	Though all areas showed high favorability ratings, the one that went down significantly from last year was in the area of "School Fit," specifically on the question, "How comfortable is your child in asking from help from adults at school?" We will focus on this area next year.
Panorama Survey Results - Staff	Teachers reported high favorability ratings in the following areas: Teaching Efficacy (76%), Staff-Leadership Relationships (72%), Belonging (70%), Staff-Family Relationships (66%), and School Climate (65%).	Though many areas showed high favorability ratings, many metrics declined from the last time the survey was taken (2 years ago). Next year, we will be working on two categories (Staff-Leadership Relationships and Belonging).
Local data points to consider: Examples may include RFAs, ATS recidivism, Tier 2/3 exit, etc.	n/a	n/a

Goals, Actions, & Services

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

LEA/LCAP Goal

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

School Goal 1

All students will demonstrate growth as measured by federal, state, and district assessments. Student outcomes will improve in ELA from -11.8 DFS to -6.8 DFS. Student outcomes will improve in ELA from -33.4 DFS to -28.4 DFS. Student outcomes will improve in ELPI from 44.3% making progress to 54.3% making progress.

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 (2023-24)	Year 2 Outcome 2024-25	Year 2 Outcome 2025-26 To be Completed During 2027-28 SPSA Development	Desired Outcome 2026-27
Academic Indicator ELA: Distance from Standard	Mean Distance from Standard in ELA: 1. All: -25.5 2. EL: -46.0 3. SED: -43.6 4. SWD: -93.6 6. Hispanic: -31.2 7. White: -19.0 8. Two/more: (Less than 11 students) No Data	Mean Distance from Standard in ELA: 1. All: -11.8 2. EL: -54.9 3. SED: -37.6 4. SWD: -100.4 6. Hispanic: -24.6 7. White: +17.5 8. Two/more: +11.5		Mean Distance from Standard in ELA: 1. All: 0.3 2. EL: -24.8 3. SED: -19.6 4. SWD: -62 6. Hispanic: -4.2 7. White: 13.7 8. Two/more: 35.5 Expected Outcome: Typical Growth median targets for

Metric/Indicator	Baseline (2023-24)	Year 2 Outcome 2024-25	Year 2 Outcome 2025-26 To be Completed During 2027-28 SPSA Development	Desired Outcome 2026-27
				Winter i-Ready Reading 2025 All: 80% EL: 75% SWD: 80% Hispanic: 75%
Academic Indicator Math: Distance from Standard	Mean Distance from Standard in Math: 1. All: -31.7 2. EL: -70.0 3. SED: -50.7 4. SWD: -99.8 6. Hispanic: -40.7 7. White: -8.3 8. Two/more: (Less than 11 students) No Data	Mean Distance from Standard in Math: 1. All: -33.4 2. EL: -59.7 3. SED: -53.3 4. SWD: -106.0 6. Hispanic: -44.4 7. White: -7.3 8. Two/more: -30.5		Mean Distance from Standard in Math: 1. ALL: -14.4 2. EL: -35.1 3. SED: -31.6 4. SWD: -70.8 5. Hispanic: -22.9 7. White: 2.8 8. Two/more: 26.4 Expected Outcome: Typical Growth median targets for Winter i-Ready Math 2026 All: 70% EL: 70% SWD: 70% Hispanic: 70%

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 funding to support supplemental instructional resources and materials, as well as educational technology, in all academic areas to support academic growth targets.	Title I 6312
	LCFF - SC 16000

Action 2

Provide release time or extra duty for teachers to evaluate instruction, analyze data, and action plan for student improvement in all instructional areas.	LCFF - SC 23724

Action 3

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, literacy nights, and special events.	Title I 58325
	LCFF - SC 35748

Action 4

Provide opportunities for professional learning through school collaboration, consultants, conferences, and workshops (including teacher release) that focus on research based strategies in the core content areas.	LCFF - SC 10066

Goals, Actions, & Services

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

LEA/LCAP Goal

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

School Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities. Parents will be offered opportunities to support this goal through workshops and school events.

Identified Need

Amelia Earhart School of International Studies recognizes two significant needs to show progress in SPSA 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 (2023-24)	Year 2 Outcome 2024-25	Year 2 Outcome 2025-26 To be Completed During 2027-28 SPSA Development	Desired Outcome 2026-27
Increase parenting classes from 0 to 6 to include: 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	offer 5 or more or more parenting classes: 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	Families were offered 8 Parent Workshops, including one focused on ELD, another focused on our IB Program, and many other . One of our workshops was also focused on Hispanic Heritage. We also held an Arts and Literacy Night, a STEAM Night, a Movie Night, Back-to-School Night, Title 1 Parent Meeting, as well as our Festival of Nations and Cinco de Mayo		Offer 8 or more or more parenting classes: 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 Day College Spirit Days

Metric/Indicator	Baseline (2023-24)	Year 2 Outcome 2024-25	Year 2 Outcome 2025-26 To be Completed During 2027-28 SPSA Development	Desired Outcome 2026-27
and collect data including sign-ins to monitor program effectiveness.	and collect data including sign-ins to monitor program effectiveness.	Cultural Experiences. We held a College Kickoff Week as well.		Collect data including sign-ins to monitor program effectiveness.

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

Goals, Actions, & Services

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

LEA/LCAP Goal

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

School Goal 3

All students will develop and consistently demonstrate responsible, respectful, and ethical behavior in a safe, clean, and orderly environment through the school's incorporation of the IB Primary Years Programme Units of Inquiry and Learner Profile.

Identified Need

While Amelia Earhart Elementary has made significant progress in reducing suspension rates and improving school climate, there is an urgent need to stabilize and reduce Chronic Absenteeism and Suspension Rates for specific student groups to ensure all learners are present and engaged in our inquiry-based environment.

Chronic Absenteeism: Our schoolwide rate of 17.5% remains high. Most critically, three student groups fell into the Orange category: Socioeconomically Disadvantaged (21.8%), Students with Disabilities (20.6%), and White students (19.4%). To reach our goal of a 5% reduction, we must address the specific barriers—whether economic, health-related, or engagement-based—that are keeping these students from the classroom.

Suspension Rates: Although our overall rate is low (1.1%), it represents a slight 0.6% increase from the previous year. Specifically, our Socioeconomically Disadvantaged (1.6%) and Two or More Races (2%) student groups are in the Orange category. There is a clear need to move from "status quo" to a more targeted implementation of restorative practices and the IB Learner Profile (specifically focusing on being "Caring" and "Principled") to reduce conflict and increase social-emotional regulation within these groups.

Social Awareness: Based on our Panorama Survey data, students and staff identified a need for increased competency in "Social Awareness"—specifically the ability to resolve disagreements without conflict. Addressing this need is essential to further lowering suspension rates and fostering a safer, more inclusive "global" community.

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 (2023-24)	Year 2 Outcome 2024-25	Year 2 Outcome 2025-26 To be Completed During 2027-28 SPSA Development	Desired Outcome 2026-27

Metric/Indicator	Baseline (2023-24)	Year 2 Outcome 2024-25	Year 2 Outcome 2025-26 To be Completed During 2027-28 SPSA Development	Desired Outcome 2026-27
Chronic Absenteeism Rate Student Groups: 1. ALL Students (ALL) 2. English Learners (EL) 3. Socioeconomically Disadvantaged (SED) 4. Students with Disabilities (SWD) 5 Hispanic 6. White 7. Two/more Races Data Source: CA Dashboard	Chronic Absenteeism Rate: 1. ALL: 19.4% 2. EL: 18.1% 3. SED: 24.1% 4. SWD: 23.21% 5. Hispanic: 21.6% 6. White: 12.6% 7. Two/more: 25.9%	Chronic Absenteeism Rate: 1. ALL: 17.5% 2. EL: 17.3% 3. SED: 21.8% 4. SWD: 20.6% 5. Hispanic: 19.6% 6. White: 13.2% 7. Two/more: 20.8%		Current Chronic Absenteeism Rate: 1. ALL: 9.3 2. EL: 98% 3. SED: 14.6% 4. SWD: 11.1% 5. Hispanic: 11.4% 6. White: 5.4% 7. Two/more: 12.9%
Suspension Rate Student Groups: 1. ALL Students (ALL) 2. English Learners (EL) 3. Socioeconomically Disadvantaged (SED) 4. Students with Disabilities (SWD) 5 Hispanic 6. White 7. Two/more Races Data Source: CA Dashboard	Suspension Rate: 1. ALL: 0.4% 2. EL: 0.9% 3. SED: 0.6% 4. SWD: 01.2% 5. Hispanic: 0.2% 6. White: 0.5% 7. Two/more: 0%	Suspension Rate: 1. ALL: 1.0% 2. EL: 0.0% 3. SED: 1.6% 4. SWD: 1.0% 5. Hispanic: 0.8% 6. White: 0.0% 7. Two/more: 2.0%		Suspension Rate: 1. ALL: 0.5% 2. EL: 0.5% 3. SED: 0.5% 4. SWD: 0.5% 5. Hispanic: 0.5% 6. White: 0.5% 7. Two/more: 0.5%

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 release time or extra duty for teachers to evaluate instruction, analyze data, and action plan for student improvement in all social emotional areas, including development of the IB Learner Profile.	LCFF - SC 10,000.00

Action 2

Provide broad and targeted focus on our Attendance Matters campaign, which includes school-wide attendance communications, incentives, and rewards. We will expand our use of attendance recovery options, including independent study, Saturday Attendance Recovery days, and ELOP attendance recovery classes.	

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.

Actions to be Taken to Reach This Goal	Estimated Cost	Funding Source (itemize for each source)
Professional Development and Teacher Support	9144 **Total Estimated Cost**: 9,144	Title I
District ELA Project Facilitator	10775 **Total Estimated Cost**: 10,775	Title I
Site Instructional Coach	67707 **Total Estimated Cost**: 67,707	Title I
Preschool to Elementary Transition	7797 **Total Estimated Cost**: 7,797	Title I
Budget Support	1199 **Total Estimated Cost**: 1,199	Title I
SFPO Project Facilitator	12912 **Total Estimated Cost**: 12,912	Title I
Coordinator of Equity, Diversity, and Parent & Family Engagement	8530 **Total Estimated Cost**: 8,530	Title I
Foster and McKinney-Vento Liaison	3210 **Total Estimated Cost**: 3,210	Title I

Total Cost For All Actions: 121,274

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.

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	64,637	0.00
LCFF - SC	95,538	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - SC	95,538.00
Title I	64,637.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - SC	95,538.00
	Title I	64,637.00

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:

State Compensatory Education Advisory Committee

English Learner Advisory Committee

[Enter name of consulted group or committee]	[Signature of authorized person]
Cristina Lopez	
Erika Infante	
Jessica Whiteman	
Laura Garcia	
Kristin Rocker	
Anita Burquez	
Kim Jenkins	
Shana Eggers	
Juana Medellin	
Anthony Abney	

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:March 25, 2026.

Attested:

Anthony Abney		
Typed name of school principal	Signature of school principal	Date
Kristin Rocker		
Typed name of SSC chairperson	Signature of SSC chairperson	Date
Mayra Dueñas		

Typed name of ELAC chairperson	Signature of ELAC 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/ Community Member or Students (only HS may have students)
Anthony Abney	X			
Juana Medellin			X	
Kim Jenkins		X		
Anita Burquez		X		
Shana Eggers		X		
Cristina Lopez				X
Laura Garcia				X
Erika Infante				X
Mayra Duenas				X
Jessica Whiteman				X
Numbers of members of each category:	**1**	**3**	**1**	**5**