

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2023-24

School	Amelia Earhart
CDS Code	1611196100374
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Date of SSC Approval	5/31/2023
Date of BOE Approval	Insert on Allsites Tab

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the below prompts.

Purpose

ASTI - Additional Targeted Support and Improvement

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2022 California School Dashboard, Socio-economically Disadvantaged was in the lowest status level for {all –or– all but one} of the state indicators. This plan will address ways to improve our school and student outcomes for Socio-economically Disadvantaged in particular, based on doing a needs assessment and identifying resource inequities.

Description

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

Stakeholder Involvement

Earhart's 2023/24 Single Plan for Student Achievement was informed by the School Leadership Team that met monthly, the Site Council which met bi-monthly, the COST and PBIS committees and its English Language Advisory Committee (ELAC) which met twice during the 2022/23 school year. At each of these meetings, data was presented and the principal shared the ongoing development of the goals based on stakeholder feedback and input. The Site Council voted unanimously for the SPSA on May 31, 2023. There is a new plan to begin the SPSA process earlier next year in order to receive more input and to ensure that families have more opportunities to see the progress towards the 2023/24 goals and to provide feedback in other areas that they believe will make Earhart an even more effective school. This includes the use of listening campaigns for African American and Scholar Student families.

Resource Inequities

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

Earhart's 2023/24 Single Plan for Student Achievement was informed by the School Leadership Team that met monthly, the Site Council which met bi-monthly, the COST and PBIS committees and its English Language Advisory Committee (ELAC) which met twice during the 2022/23 school year. At each of these meetings, data was presented and the principal shared the ongoing development of the goals based on stakeholder feedback and input. The Site Council voted unanimously for the SPSA on May 31, 2023. There is a new plan to begin the SPSA process earlier next year in order to receive more input and to ensure that families have more opportunities to see the progress towards the 2023/24 goals and to provide feedback in other areas that they believe will make Earhart an even more effective school. This includes

the use of listening campaigns for African American and Scholar Student families.

Districtwide Strategic Plan and LCAP Goals

Goal 1: Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning

Goal 2: Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Goal 3: Strategic Plan Goal 2.1: Every teacher provides the academic, social emotional, and culturally responsive support each student requires

Goal 4: Strategic Plan Goal 2.2: Educators have dedicated time to collaborate, learn, and grow in service of student learning Strategic Plan Goal 2.2 Educators have dedicated time to collaborate, learn, and grow in service of student learning

Goal 5: Strategic Plan Goals 2.3: School Teams (Instructional Leadership Teams, Coordination of Services Team) consistently ensure equitable outcomes for students and 2.4: Schedules are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most

Goal 6: Strategic Plan 3.1: Finance: Provide the long-term financial stability necessary to maintain core programming 3.2: Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel. 3.3: Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD' students, staff, and families.

District Priority Practices

Targeted Universalism: By focusing our efforts on the students who need it most, we will improve outcomes for all students.

Student level goals (across content, aligned to Graduate Profile)	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking,	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships

	school-wide coherence aligned to state and district standards and school vision	writing, and academic language practice in service of grade-level standards	among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

All School Site Plans will focus their efforts on LCAP Goals 1 and 2. Each school site's focal student group is African American.

LCAP Goal 1 : Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

LCAP Goal 2 : Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

District and Site Annual Outcomes

The following academic data reflects data from the years where students received instruction primarily from in person teaching.

Annual Outcome	AY 2021-22			Annual Outcome	AY 2021-22	
	District	Site	A/A		District	Site
Math SBAC: Average Distance from Level 3 (Standard Met)	5.7	63.7	81.5	EL Reclassification: % of English Learners who were redesignated as RFEP	56%	34.2%
ELA SBAC: Average Distance from Level 3 (Standard Met)	36.5	63.6	51	ELPAC: % of students scoring 'moderately' or 'well developed' *	76.5%	75%
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements	58.90%			At-risk ELLs: % of English Learners at-risk of becoming Long Term English Learners	K-5th 15.63%	11.4%
% of students with one or more D, F, or Is	11%				6th-8th 2.78%	

	(LTEs)	9th-12th	2.13%	
	Percent of students improving one or more ELPI levels		60.60%	N/A

District and Site Annual Outcomes -School Climate (Focus Chronic Absenteeism)

Key metrics highlighted are a focus for the district.

Annual Outcome		AY 2021 -2022		
		District	Site	A/A
Chronic Absenteeism % of students who are absent 10% of more of their enrolled days		16.9%	9.8%	N/A
Suspension Rate/Office Discipline Referrals % of students suspended anytime during the year. If the suspension rate is under 2.5%, look at office discipline referral rates.		1.4%/3.2%	0%	0%
Graduation % of four-year cohort completing graduation requirements		94.5%		
Engaged and Trusting Family Relationships % Positive responses on Family Relationships and Trust Survey		88%	94.2%	100%
California Healthy Kids Survey: % of students reporting 'safe' or 'very safe' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	5th	85%	93%	N/A
	7th	71%		
	9th	67%		
	11th	63%		

SPSA Goal 1:

Goal 1 Instructional Focus (Theory of Action)
If we...Build teachers' competency around facilitating small group instruction - specific to running targeted reading, math and designated ELD small groups during RTI block periods in order to meet the needs (accelerate the growth) of our students that are scoring 25% percent or below on STAR reading and math.
Then 75% students will ... meet the district star growth goal in the content area in which they received targeted small group instruction
Then our Black A/A students will ... meet the district star growth goal and get more direct instruction from their classroom teacher if they have the academic need

SMARTIE Goal 1:

(SMARTIE Goal Criteria: Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data.)

By November all teachers will provide targeted small group instruction in reading, ELD or Math to students who scored below 26th percentile on the Fall STAR assessment, or on the Fall district benchmark (TK and Kinder) and/or based on teachers' classroom assessment data. Seventy-five percent of students who receive ongoing strategic small group instruction (at least 12 weeks) will meet or exceed their expected Fall to Spring Star or district growth goal in the specific area/s that they receive strategic support. The seventy-five percent of students who receive ongoing strategic small group instruction (at least 12 weeks) will meet or exceed their expected Fall to Spring Star or district growth goal in the specific area/s that they receive strategic support.

As measured by...the STAR Math and Reading growth reports, EL Achieve assessments or District Benchmarks for TK/Kinder

Teacher Actions	SLT Actions	Leadership Actions
Teachers will collaborate in grade level teams to identify students for small group instruction during the RTI block in ELA, Math or ELD.	SLT will work on the master calendar to ensure there are RTI blocks for every grade level	Leadership will finalize the master schedule to support the RTI block.
Teachers will work collaboratively with support personnel (resource teacher, instructional coach, paras, etc) to integrate additional support during the RTI block.	SLT will review available resources and personnel to support the RTI block.	Leadership will allocate funding towards supporting the successful implementation of the RTI block.
Teachers will work with at least one small targeted group during the RTI block at least 3 days a week.	SLT will continue to build a menu of enrichment activities for students that are working independently during the RTI block.	Leadership will allocate time and resources to teachers to create enrichment opportunities for all students during the RTI block.
Teachers will monitor progress of the students in the small group by looking at STAR data and at informal assessment data	SLT will support and monitor the implementation of the RTI block by facilitating collaboration conversations on Wednesdays and by doing walkthroughs	Leadership will monitor which students are receiving the small group instructional support by looking at data and will make recommendations to grade level teams if certain subgroups are not receiving the level of support they need.

SPSA Goal 2:

Improve Chronic Absenteeism (Theory of Action)	
If we...implement effective Tier 1 attendance measures for all students and use targeted Tier 2 and Tier 3 measures for specific students and student groups.	
Then we will decrease the overall chronic absenteeism rate by 1.5% while lowering the chronic absenteeism rate for Latinx, Black, students with IEPs, and socioeconomically disadvantaged students from 3 to 5 % by year end 2024.	
Then our Black A/A students will ... (see Above)	
SMARTIE Goal 2: (Smartie Goal Criteria: Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data)	
Which will result in decrease the schoolwide chronic absenteeism rate by 1.5% while lowering the chronic absenteeism rate for Latinx, Multi-Ethnic, Black, students with IEPs, and socioeconomically disadvantaged students from 3 to 5%	
As measured by... Earhart's chronic absenteeism rate - overall and specific to the students groups above	

Teacher Actions	SLT Actions	Leadership Actions
Celebrate the days in class when everyone is there. Sticker on a chart in the classroom as an example.Celebrate the days in class when everyone is there. Sticker on a chart in the classroom as an example.	N/A	N/A
Teachers will reach out to parents when given information about a student that is absent a certain number of days in the month.	N/A	Communication to teachers when students have missed a certain number of days so that teachers can reach out to families.
Teachers will collaborate in grade level teams to identify the students for bike and walking groups and carpools.	SLT will help identify a Parent Liaison to help with Group Making.	Leadership will talk with the PTA President, or PTA Welcome Rep to work with Grade Level Parent Liaison.

Teachers will work collaboratively with teams to give Monthly Awards for Attendance. Awards will be on the board in the pod.	SLT will notify the teachers of the monthly percentage of attendance.	Leadership will identify and notify the teachers about the monthly percentage of attendance.
Teachers will discuss attendance and independent study goals during Back-to-School Night.	N/A	N/A
Any grade level team with 96% attendance rate for the month gets some celebration (lunch dance or lunch bubbles, soar tickets)	N/A	N/A
A raffle on a certain day for whoever attends. Reusable items with school logo. Fridays before winter break, 3 day weekends.	N/A	N/A
Teachers will meet with families of certain subgroups in the beginning of the year.	N/A	N/A
Specific SDC goals and events to celebrate attendance - come for part of the day.	Create grade level partner classes with SDC students so that they can participate in the attendance events with that class and also as motivation to come to school.	Help make this plan with Gen Ed and SDC teachers.

Arts Education Program Plan: Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

Annual Review

Analysis

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

Part of our implementation plan specific to our SPSA goal of building teachers' competency by implementing

structures/protocols in to their lessons to develop students' ability to participate in academic discussions was to enroll teachers to support this action area. A number initially felt that it was not a higher leverage strategy that would impact student outcomes. We spent time at initial staff meetings having teachers read articles (Academic Discussions by) that included research on how academic discussions can have a significant impact on student learning and development of academic vocabulary for all students but especially for emerging bilingual students. We also provided time and substitutes (the instructional coach and the principal) for teachers to observe each other implementing a lesson centered around having them facilitate an academic discussion. Most teachers had the opportunity to observe one another. Finally, we created an academic discussion observation tool used by the principal and instructional coach to record data on the nature and frequency of academic discussions on when implemented by teachers. Overall, I believe that our focus on building teacher's competency around our 2022/23 goal was fairly successful in that teachers tried new, more formal protocols and had opportunities to learn from one another through discussions and observing each other in the classrooms. I also believe that more teachers believe that it is a high leverage strategy that allows students to make meaning from what they are learning, builds their skills in engaging in academic discussions with their peers, and improves all students' attainment of academic language.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the previous year.

While money was allocated to support the goal (teacher substitutes, hourly pay), the instructional coach and the principal decided that they would cover teacher classes as they observed each other in grade levels. There were a couple of classes that our roving substitute covered, however. Thus, for the most part, site resources were not used to fund the goal.

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

While we are continuing this goal into next year, it is not a focused SPSA goal as we have shifted our focus to be more in line with the district's desire to create RTI blocks to better serve all students who are below grade level and to better serve our emerging bilingual students. We will however, continue to build teachers' competency around building students' ability to engage deeply in academic discussions. In fact, that strategy will be included in our plan to develop teachers' competency to lead strategic small group instruction in our Response to Intervention (RTI) blocks (see 2023/24 SPSA Goal 1).

High Level Team Planning Template

High Level Team Planning Template			
School Site:	Test		
	Professional Development		

	Days		
	Goals: Test		
August 9th and 10th	Potential Topics/Outcomes Enter Data Here	Important Dates to Consider	
	Staff Meetings	Grade/Dept Collaboration	Instructional Leadership Team
	Goals:	Goals:	Goals:
August	Potential Topics/Outcomes Safety	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
September	Potential Topics/Outcomes Special Education/504 - Accommodations/modifications/le gal documents/FERPA/IEP at a glance & What is COST	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
October	Potential Topics/Outcomes Assessment calendar - ERG	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider

November	Potential Topics/Outcomes Walkthroughs - Instructional focus and SPSA goals	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
December	Potential Topics/Outcomes PBIS - Review	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
January	Potential Topics/Outcomes Homework Review & Instructional Focus/SPSA data update Important Dates to Consider	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
February	Potential Topics/Outcomes Assessment calendar - ERG	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider

March	Potential Topics/Outcomes PBIS and COST & Testing	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
April	Potential Topics/Outcomes Safety update & SPSA reworking of actions and goals Important Dates to Consider	Potential Topics/Outcomes Important Dates to Consider	Potential Topics/Outcomes Important Dates to Consider
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
May	Potential Topics/Outcomes SPSA goals and actions refined - Finals week agreements	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
June	Potential Topics/Outcomes Closing Procedures	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider

Expenditures to Achieve Site-Specific Goals

2022-23 SPSA Expenditures Table

For each strategy/activity list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Proposed expenditures that are included more than once in the SPSA should reference all goals and strategies/activities where the expenditure first appears in the SPSA.

Summary of Expenditures to Achieve Site-specific Goals

Target Student Group(s)	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1 OR Title 1	Prop 28	PTA/ Donation/After School Program grant
Select students with a focus on Scholar Students			\$ 10,000.00			
Scholar Students			\$ 1,000.00			
All students receiving Tier 2/3 support						
K-2 students			\$ 1,500.00			
Select Scholar Students			\$ 1,000.00			
Column Total		\$ -	\$ 13,500.00	\$ -	\$ -	\$ -
					Total	\$ 13,500.00

Budget Summaries

If applicable, enter amounts allocated in the table below. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$13,500

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
[List federal program here]	\$-
[List federal program here]	\$-
Subtotal of additional federal funds included for this school:	\$ -
List the State and local programs that the school is including in the schoolwide program.	
State or Local Programs	Allocation (\$)
LCFF Supplemental	\$13,500
[List state or local program here]	\$-
Subtotal of state or local funds included for this school: \$	\$13,500
Total of federal, state, and/or local funds for this school: \$	\$13,500

Appendix A: Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

If applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	Allocation
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$-

Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$-
Title I, Part A: Program Improvement - Professional Development Purpose: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	\$-
Total amount of federal categorical funds allocated to this school	\$ -

Appendix B: School Site Council (SSC) Membership

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

Names of Members	ROLE*
Rebecca Trissell	Parent Representative- Chair
Sadiya Kazi	Parent Representative
Michael Sze	Parent Representative
Owen Flynn	Parent Representative
Matt Huxley	Site Principal
Susan Bonino	Office Manager
Paul Gross	Teacher
Laura Friedlander	Teacher

*Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

2023-24 SPSA Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
(Check those that apply):

☐ School Advisory Committee for State Compensatory Education Programs

☐ English Learner Advisory Committee

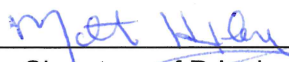
☐ Community Advisory Committee for Special Education Programs

☒ Other (list) School Leadership Team, ELAC Parent/Guardian Feedback, Teachers

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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 school plan was adopted by the school site council on: .

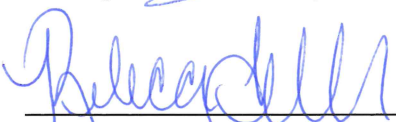
Attested:

Matt Huxley
School Principal


Signature of Principal

Date: 5/31/23

Rebecca Trissell
SSC Chairperson


Signature of SSC Chairperson

Date: 5/31/23