Amelia Earhart Elementary

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Alameda Unified
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
Website	http://www.alameda.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	Amelia Earhart Elementary
Street	400 Packet Landing Rd.
City, State, Zip	Alameda, Ca, 94502-6534
Phone Number	510-748-4003
Principal	Joy Dean, Principal
Email Address	jdean@alamedaunified.org
Website	http://earhart.alamedausd.ca.schoolloop.com
County-District-School (CDS) Code	01611196100374

Last updated: 1/30/2020

School Description and Mission Statement (School Year 2019—20)

"Amelia Earhart School inspires academic excellence, a passion for learning and respect for self and community."

Amelia Earhart School proudly stands on Bay Farm Island in Alameda. The community boasts an elaborate system of bike and walking trails, many of which are adjacent to lagoons and the beautiful San Francisco Bay. Parks, ball fields, community centers and a public library add to the small-town atmosphere and closeness of our community. Located on the east side of the Bay, near Oakland International Airport, we are reminded of our namesake and the tradition of setting and achieving high standards. We experience both the challenges and advantages of a suburban school operating in an urban school district.

Earhart is one of the largest elementary schools in Alameda. The school has grown from 300 students when opened in 1979 to nearly 660 students today. Our student body is ethnically diverse with a balance of Asian and Caucasian children representing 82% of our students. Eight other ethnic groups are represented in smaller numbers. 15% of our students receive free or reduced lunch. Sixteen percent of our students are English learners representing 27 different "first" languages.

Our school boasts a well educated and highly trained staff that works collaboratively and utilizes best practices. 100% of our classroom teachers are fully credentialed and have earned CLAD certification. Our teachers hold themselves to rigorous standards and seek and share professional development opportunities to provide quality classroom instruction.

All Earhart students are provided a balanced, comprehensive, standards-aligned curriculum and text books in all subject areas. The curriculum, tied to state and local standards, focuses on reading, writing and mathematics while emphasizing basic skills, problem solving, and critical and higher-order thinking skills. Teachers extend the curriculum to include science, social studies and the performing arts. For example, during the K HM theme Chasing Rainbows, teachers read poetry on rain and clouds. Students learn the names of the different kinds of clouds and spend time cloud watching before completing an art project. 1st grade children read Fables in their reading anthology and perform a play singing and acting out five Aesop's fables. 5th graders learn graphing skills in math and using EXCEL graph the results from their science fair projects. Grade level meetings and curriculum planning days maximize weekly early dismissal time and SSP teacher collaboration time to discuss state standards, the standards-based report card, and to plan curriculum including: thematic units, differentiated instruction, and to design intervention strategies for struggling students. Supplementing teacher efforts, parent volunteers assist students with specific standards-based skills. This tutorial remediates skills and challenges high achievers. Teachers prepare specific skill folders for parent volunteers to use for individual children. Our all day K schedule allows small group instruction four days a week to meet each child's academic and developmental needs. Earhart teachers firmly believe student achievement is directly related to the professional development in which they participate. The implementation and success of a standards-based curriculum requires a variety of research-based teaching methods. Ongoing teacher collaboration and the examination of student work is practiced by every teacher. Professional development, identified by staff, is aligned to the action plans in our SSP and incorporates presentations by experts with extensive collaboration, curriculum development, collegial discussions and coaching

Our school community is our biggest ally in supporting all students in meeting and exceeding academic standards. Our families support our school because they understand what we do and share our expectations for all children. The entire community is committed to all students reaching and sustaining proficiency in preparation for future success. Within our school, the students with special needs are: students not yet proficient, students with disabilities, EL and GATE. Our principal reads and comments on all student report cards and personally monitors the progress of children not meeting the standards. Our resource specialist and Bridge teacher visit classrooms and collaborate with teachers about strategies to support students. Through the efforts of our entire community, 83% of our children exceed grade level standards. Teachers set the expectation for student achievement, plan and deliver instruction that engages students and utilize volunteers to achieve this level of success.

Earhart is a school where teachers and families want to be. Our staff, along with the generous contributions and strength of our PTA, distinguishes Earhart. The success of all students is the goal of the Earhart community, and the extent to which our staff, parents, community members, and students strive to achieve that success is inspiring. Enhancing our traditional program with extended learning opportunities in science and the arts is a commitment of our staff and PTA. Our curricular and enrichment programs provide a strong academic foundation, as well as learning opportunities that promote social and emotional development. The PTA partners with our principal and staff to provide enrichment activities that are integral to the development of our children as lifelong learners.

The spirit of volunteerism that our parents, extended family and community members embrace defines our school culture and enhances our commitment to excellence. Daily, our extensive team of volunteers, many of whom are senior citizens, tutor children in reading and math, provide support learning in the

classroom and reinforce social skills in the lunchroom and on the playground. Our after-school enrichment program, organized by parents, offers courses that address the needs of the whole child, while gently focusing on academics. As a community, we have recently completed three extensive projects: a second state-of-the-art computer lab, a science lab and significant outdoor improvements. These combined efforts achieve our mission to provide educational excellence and a positive, safe learning environment for all students.

It is the shared belief of the Earhart community that a lifelong love of learning is the best legacy a school can give its students. During Amelia Earhart's lifetime, she faced the risk of flying with incredible courage. Our children are empowered to use their courage to soar to excellence each day.

Last updated: 1/30/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	150
Grade 1	103
Grade 2	104
Grade 3	102
Grade 4	96
Grade 5	96
Total Enrollment	651
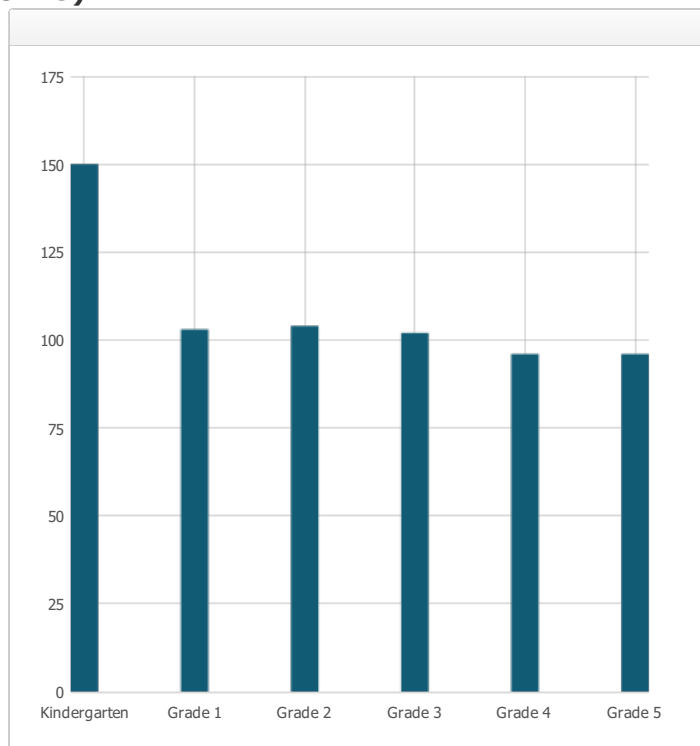
Last updated: 1/30/2020

Student Enrollment by Student Group (School Year 2018—19)

| Student Group	Percent of Total Enrollment
Black or African American	2.60 %
American Indian or Alaska Native	0.20 %
Asian	34.70 %
Filipino	5.70 %
Hispanic or Latino	12.90 %
Native Hawaiian or Pacific Islander	0.20 %
White	24.40 %
Two or More Races	15.80 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	11.70 %
English Learners	14.70 %
Students with Disabilities	9.70 %
Foster Youth	0.20 %
Homeless	%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

* Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
* Pupils have access to standards-aligned instructional materials; and
* School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	34	29	31	452
Without Full Credential	0	4	2	23
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	2	12
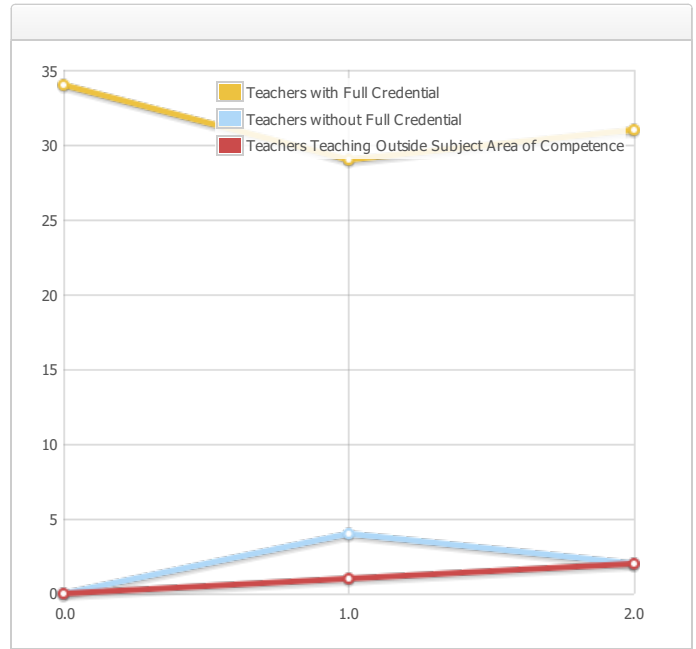
Last updated: 1/24/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	3	3
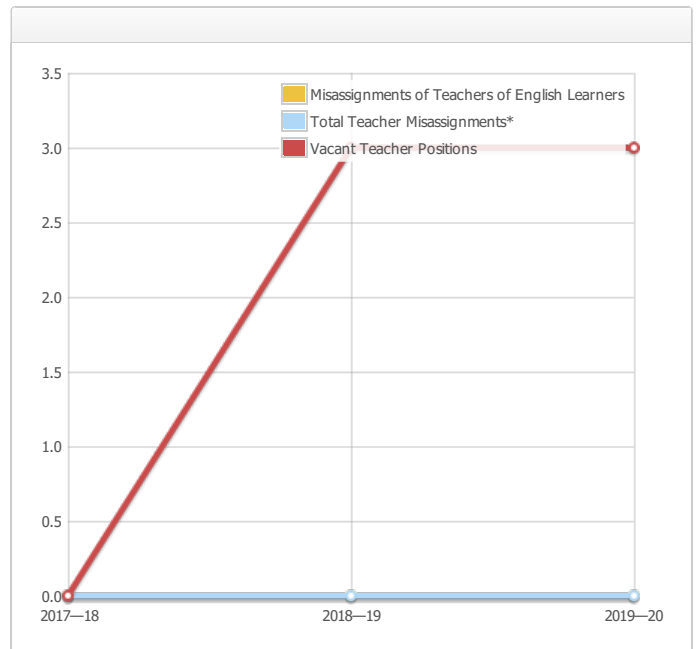
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/24/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs	Yes	0.00 %
Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc,/Great Minds	Yes	0.00 %
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0.00 %
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program.	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0.00 %
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/28/2020

School Facility Conditions and Planned Improvements

School has a metal roof that less than 10 years. A new fence was installed in 2019. The parking lot ashpalt was replaced in 2017. The school classrooms and yard are fairly clean.

Last updated: 1/16/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Sewer lateral has an annual clog that need repair/replace.
Interior: Interior Surfaces	Good	Portables 1-3 carpets need to be repaired or replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Poor	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Front building gutters have collection of pine needles.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good

Last updated: 1/16/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	84.0%	84.0%	66.0%	66.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	84.0%	87.0%	58.0%	58.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/30/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	286	281	98.25%	1.75%	83.99%
Male	158	155	98.10%	1.90%	81.29%
Female	128	126	98.44%	1.56%	87.30%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	101	100	99.01%	0.99%	87.00%
Filipino	15	14	93.33%	6.67%	85.71%
Hispanic or Latino	36	36	100.00%	0.00%	83.33%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	64	62	96.88%	3.12%	83.87%
Two or More Races	58	57	98.28%	1.72%	80.70%
Socioeconomically Disadvantaged	41	40	97.56%	2.44%	65.00%
English Learners	58	57	98.28%	1.72%	80.70%
Students with Disabilities	25	22	88.00%	12.00%	54.55%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	286	282	98.60%	1.40%	86.88%
Male	158	155	98.10%	1.90%	89.03%
Female	128	127	99.22%	0.78%	84.25%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	101	100	99.01%	0.99%	91.00%
Filipino	15	14	93.33%	6.67%	78.57%
Hispanic or Latino	36	36	100.00%	0.00%	83.33%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	64	63	98.44%	1.56%	84.13%
Two or More Races	58	57	98.28%	1.72%	87.72%
Socioeconomically Disadvantaged	41	40	97.56%	2.44%	72.50%
English Learners	58	57	98.28%	1.72%	89.47%
Students with Disabilities	25	22	88.00%	12.00%	63.64%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/30/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

ALAMEDA UNIFIED SCHOOL DISTRICT
CTE INFORMATION FOR SARC
SY 2019-2020

CTE COURSES OFFERED UC A - G
Biotechnology 1 D
Computer Science Discoveries CTE 1 D
Computer Science Discoveries CTE 2 D
Digital Filmmaking 1 G
Digital Filmmaking 2
Multimedia Art 1 G
Advanced Multimedia Art 2 G
Advanced Multimedia Projects
Sports Medicine 1 G
Sports Medicine 2
Marketing 1 G
Marketing 2 G
Radio Broadcast Journalism 1 G
Radio Broadcast Journalism 2 G
Physchological Development of Children 1
Physchological Development of Children 1
Life After High School
Exploring Computer Science
Art
Photography
Economics of Business Ownership G
Sports and Entertainment Marketing

ALAMEDA UNIFIED SCHOOL DISTRICT
CTE INFORMATION FOR SARC
Career Technical Education Pathways
SY 2019-2020

Industry Sector CTE Pathway Course 1 Course 2
Health Science & Medical Technology Biotechnology Biotech 1 Biotech 2 *
Health Science & Medical Technology Sports Medicine Sports Medicine 1 Sports Medicine 2
Information Computer Technology Computer Science Computer Science Discoveries CTE 1 Computer Science Discoveries CTE 2
Arts Media & Entertainment Multimedia Multimedia Art 1 Advanced Multimedia Art 2
Arts Media & Entertainment Digital Filmmaking Digital Filmmaking 1 Digital Filmmaking 2
Arts Media & Entertainment Radio Broadcast Journalism Radio 1 Radio 2
Marketing Marketing Marketing 1 Marketing 2
Child Development Early Childhood Education Psychological Development of Children 1 Psychological Development of Children 2

*Biotech 2 will be offered in SY 2020-21

AUSD CTE Advisory Council Title/Affiliation CTE Pathway

Nicole Kidd, Chair Owner, NK Insights Marketing
Ana Bagtas Parent and Community Development Staff, City of Alameda All Sectors
Tim Karas President, College of Alameda All Sectors
Susan Haworth Owner, Cambios Life Coaching All Sectors
Michael McDonough President, Alameda Chamber of Commerce All Sectors
Madlen Saddik Exec. Director, Alameda Chamber of Commerce Marketing
Debbie Potter Community Development Director, City of Alameda All Sectors
Carolyn Hogg Information Technology Director, City of Alameda ICT
Eric Fonstein Development Manager, City of Alameda All sectors
Lois Butler Economic Development Office City of Alameda All sectors
Ana McClanahan Dean, College of Alameda ICT/Health Science
Dan Gerard Alameda Fire Dept Allied Health
Stan Bunger Radio Broadcaster, KCBS Arts Media & Entertainment
Vina Cera Co-Chair, Media Communications Department, Laney College Arts Media & Entertainment
Arthur Culang Owner, Arthur Culang Consulting Health Science
Damon Tighe Training Specialist, Bio-Rad Health Science
Robert J. Macey Genomics Professor, Merritt College Health Science
S. Brooke Briggance Parent AND Deputy Director, FACES for the Future, Public Health Institute Allied Health
Annie Thatcher-Stephens Athletic Trainer, Childrens' Hospital Allied Health
Shaun Daniels Owner, Castaway Creative Arts Media & Entertainment
Maggie Simpson Adams Owner, Decomp Films Arts Media & Entertainment

Vicki Sedlack Executive Director, Alameda Education Foundation All sectors
Derek Lee Executive Director, PilotCity ICT
Amanda Azerki Solution Engineer, Esri ICT
Robert Kreitz Former Superintendent, Tri-Valley ROP CTE Specialist
Tina Kreitz Retired Early Childhood Educator Early Childhood

Last updated: 1/30/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/30/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents and the community play a very important role at Amelia Earhart School. Parent volunteers work daily in the classrooms, in science lab, with Motor Fitness and at lunch. Classroom volunteer opportunities are organized by the classroom teacher. Many school wide volunteer jobs are part of our partnership with our PTA. The PTA supports many special programs at Earhart that include : Art Docent, Kindergarten music, classroom studytrips and assemblies, Spell-a-Thon, Teacher appreciation, classroom wish lists and any type of need that arrises.

For more information, please contact the school office at (510) 748-4003.

State Priority: Pupil Engagement

Last updated: 1/30/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	5.40%	9.70%
Graduation Rate	--	86.90%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	5.00%	3.50%	9.10%	9.60%
Graduation Rate	--	--	87.00%	91.40%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
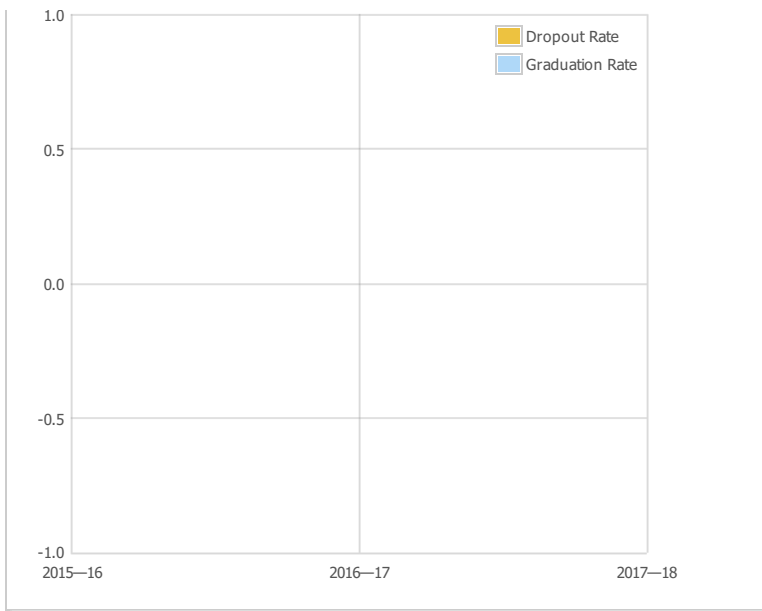
For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/30/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.20%	0.30%	1.00%	3.00%	2.90%	2.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

The school safety team meets regularly to discuss safety issues and to take steps to be proactive in preventing various types of school-related safety issues. Staff receives yearly training on safety proceedures for different situations. Our children have learned about specific safety procedures and practice the procedures in monthly drills. Our parent community in cooperation with the Red Cross has provided training in CPR, First Aid and personal preparedness.

Last updated: 1/30/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	1	5	
1	24.00		4	
2	25.00		4	
3	25.00		4	
4	31.00		3	
5	31.00		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	6	
1	25.00		4	
2	25.00		4	
3	24.00		4	
4	32.00		3	
5	32.00		3	
6				
Other**	8.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00	1	6	
1	23.00		4	
2	25.00		4	
3	22.00	1	4	
4	32.00		3	
5	32.00		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/30/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.16
Library Media Services Staff (Paraprofessional)	
Psychologist	0.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	2.30

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14324.97	$6760.89	$7564.08	$69213.74
District	N/A	N/A	$8605.52	$73425.00
Percent Difference – School Site and District	N/A	N/A	-12.88%	-5.90%
State	N/A	N/A	$7506.64	$78059.00
Percent Difference – School Site and State	N/A	N/A	0.76%	-12.01%

Note: Cells with N/A values do not require data.

Last updated: 1/30/2020

## Types of Services Funded (Fiscal Year 2018—19)

At Amelia Earhart School our goal is to support each child in meeting their potential. Extra student support is available in our special education Learning Lab for students with and IEP. Students with moderate to severe autism are served in a special day class with integration into general education classrooms. Students in Kindergarten and first grade receive additional support on an individual need basis in small group instruction provided by a credentialed teacher. Second through fifth grade students receive targeted instruction three times a week in small groups while other students go to Book Club. Our students also benefit from our science program with a hands on lab each week and the committment of the classroom teachers to teach science daily in every classroom. Our EL students receive desinated and integrated ELD based on their language needs.

Last updated: 1/30/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,966	$49,084
Mid-Range Teacher Salary	$68,867	$76,091
Highest Teacher Salary	$91,138	$95,728
Average Principal Salary (Elementary)	$117,569	$118,990
Average Principal Salary (Middle)	$125,538	$125,674
Average Principal Salary (High)	$127,726	$137,589
Superintendent Salary	$238,311	$230,096
Percent of Budget for Teacher Salaries	38.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
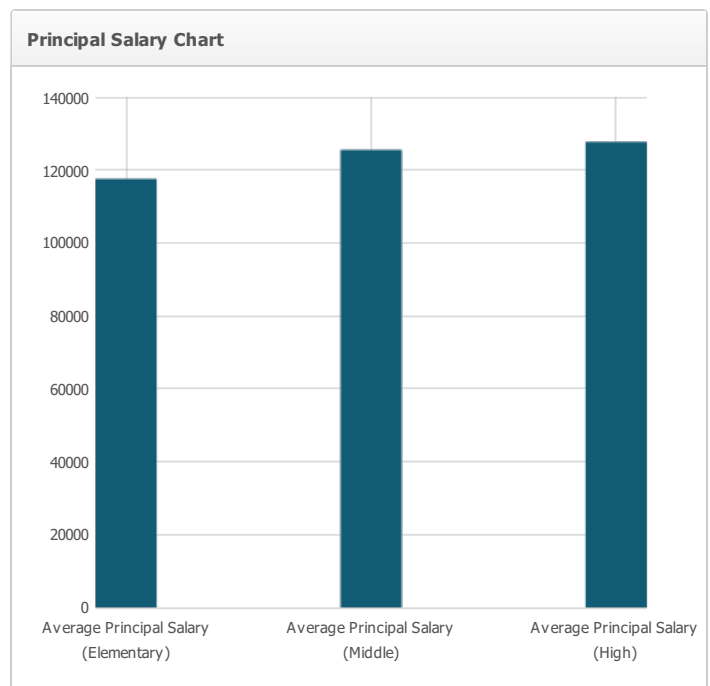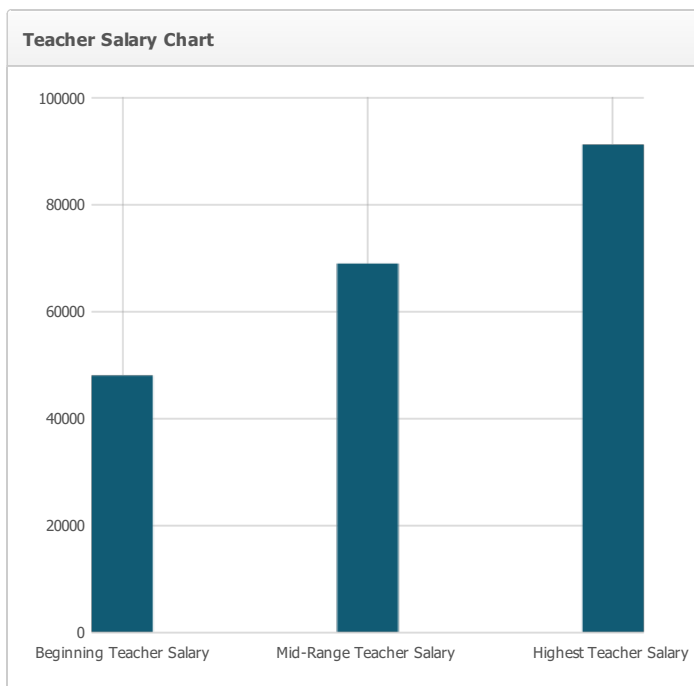
Last updated: 1/30/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/30/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3