# Amelia Earhart Elementary School
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

## General Information about the School Accountability Report Card (SARC)

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|---|---|
| **SARC Overview** | 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.<br><br>For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/<br><br>For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/<br><br>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). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **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. |

## 2022-23 School Contact Information

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|---|---|
| **School Name** | Amelia Earhart Elementary School |
| **Street** | 400 Packet Landing Road |
| **City, State, Zip** | Alameda |
| **Phone Number** | (510)748-4003 |
| **Principal** | Eric Leung |
| **Email Address** | eleung@alamedaunified.org |
| **School Website** | https://earhart-alamedausd-ca.schoolloop.com/ |
| **County-District-School (CDS) Code** | CA |

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | Alameda Unified School District |
| **Phone Number** | (510) 337-7000 |
| **Superintendent** | Pasquale Scuderi |
| **Email Address** | pscuderi@alamedaunified.org |
| **District Website Address** | https://www.alamedaunified.org |

## 2022-23 School Overview

Amelia Earhart School can be found 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. Earhart is one of the largest elementary schools in Alameda. The school has grown from 300 students when opened in 1979 to nearly 590 students today. Our student body is ethnically diverse with five numerically significant ethnic groups composing the majority of the school population. All Earhart students are provided a balanced, comprehensive, standards-aligned curriculum and textbooks 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. Our Innovative Program, Math, Science, Technology, Engineering with the integration of Music supports and engages student in their learning. Grade level meetings and dedicated curriculum collaboration time maximize weekly early dismissal time and staff meeting 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. 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 SPSA 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. 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. As a community, we support our children through funding for science materials, technology and music instruments and performance enhancements. 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

## 2022-23 School Overview

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.

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 98 |
| Grade 1 | 90 |
| Grade 2 | 95 |
| Grade 3 | 91 |
| Grade 4 | 88 |
| Grade 5 | 96 |
| Total Enrollment | 558 |

### 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 50.0 |
| Male | 50.0 |
| American Indian or Alaska Native | 0.4 |
| Asian | 40.0 |
| Black or African American | 1.1 |
| Filipino | 6.3 |
| Hispanic or Latino | 12.2 |
| Native Hawaiian or Pacific Islander | 0.7 |
| Two or More Races | 16.5 |
| White | 20.4 |
| English Learners | 9.3 |
| Foster Youth | 0.0 |
| Homeless | 0.0 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 10.9 |
| Students with Disabilities | 10.2 |

## 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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 30.60 | 95.97 | 448.70 | 83.21 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 9.40 | 1.75 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.80 | 2.50 | 48.90 | 9.07 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.50 | 1.56 | 17.80 | 3.32 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 14.20 | 2.64 | 18854.30 | 6.86 |
| Total Teaching Positions | 31.90 | 100.00 | 539.20 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0.80 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.80 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 0.50 | |
| Total Out-of-Field Teachers | 0.50 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 4.20 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | October 2021 |
|---|---|

| 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 |
| **Mathematics** | Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc,/Great Minds | Yes | 0 |
| **Science** | Full Option Science System (FOSS) Adopted in 2007 and updated in 2014 | Yes | 0 |
| **History-Social Science** | Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation<br>We are currently in the process of adopting new materials for our K-5 Social Studies/History program. | Yes | 0 |
| **Foreign Language** | N/A | | 0 |
| **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 |
| **Visual and Performing Arts** | We use the VAPA standards to guide our arts programming. | | 0 |
| **Science Laboratory Equipment (grades 9-12)** | N/A | | |

## 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.

| Year and month of the most recent FIT report | 8/3/2022 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | Admin Office: Sewer lateral needs annual hydro jetting to remove roots, gutters with pine needles, need to be cleaned |
| **Interior:**<br>Interior Surfaces | X | | | Room 56: Floor needs deep cleaningn<br>Room 57: Floor needs deep cleaningn<br>Room 58: Floor needs deep cleaningn |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | Room 11: Ants<br>Room 12: Ants<br>Room 13: Ants |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | P4 Boys Restroom: toilet has a leak P4 Girls Restroom: Toilet flush valve need to be replaced |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | Admin Office: Sewer lateral needs annual hydro jetting to remove roots, gutters with pine needles, need to be cleaned Multiple Purpose: Gutters have pine needles, need to be cleaned |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Room 21: Door closurer needs repair |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | X | | |

| **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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | 77 | N/A | 65 | N/A | 47 |
| **Mathematics** (grades 3-8 and 11) | N/A | 81 | N/A | 53 | N/A | 33 |

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 275 | 275 | 100.00 | 0.00 | 76.73 |
| Female | 133 | 133 | 100.00 | 0.00 | 79.70 |
| Male | 142 | 142 | 100.00 | 0.00 | 73.94 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 115 | 115 | 100.00 | 0.00 | 77.39 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 13 | 13 | 100.00 | 0.00 | 84.62 |
| Hispanic or Latino | 28 | 28 | 100.00 | 0.00 | 78.57 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 54 | 54 | 100.00 | 0.00 | 70.37 |
| White | 61 | 61 | 100.00 | 0.00 | 78.69 |
| English Learners | 20 | 20 | 100.00 | 0.00 | 35.00 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 27 | 27 | 100.00 | 0.00 | 48.15 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 31 | 31 | 100.00 | 0.00 | 38.71 |

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 275 | 273 | 99.27 | 0.73 | 80.59 |
| Female | 133 | 132 | 99.25 | 0.75 | 83.33 |
| Male | 142 | 141 | 99.30 | 0.70 | 78.01 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 115 | 115 | 100.00 | 0.00 | 81.74 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 13 | 13 | 100.00 | 0.00 | 92.31 |
| Hispanic or Latino | 28 | 28 | 100.00 | 0.00 | 71.43 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 54 | 54 | 100.00 | 0.00 | 75.93 |
| White | 61 | 59 | 96.72 | 3.28 | 83.05 |
| English Learners | 20 | 20 | 100.00 | 0.00 | 45.00 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 27 | 27 | 100.00 | 0.00 | 55.56 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 31 | 31 | 100.00 | 0.00 | 35.48 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | NT | 74.73 | NT | 50.32 | 28.5 | 29.47 |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 91 | 91 | 100 | 0 | 74.73 |
| Female | 46 | 46 | 100 | 0 | 71.74 |
| Male | 45 | 45 | 100 | 0 | 77.78 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 38 | 38 | 100 | 0 | 76.32 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 12 | 12 | 100 | 0 | 83.33 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 14 | 14 | 100 | 0 | 71.43 |
| White | 22 | 22 | 100 | 0 | 72.73 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## B. Pupil Outcomes

### 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.

### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | 93.6% | 95.7% | 95.7% | 95.7% | 93.7% |

## 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 regarding the school district and at each school site.

### 2022-23 Opportunities for Parental Involvement

Earhart's parent community plays a very important role at Amelia Earhart School and impacts the well-being of both staff and students in many ways. Parents and guardians actively volunteer in classrooms providing additional support to teachers and students. This is especially important in our science classes as volunteers help facilitate experiments and other learning experiences, and during music performances. In addition, we have a strong art docent program in grades TK through 5. Over 50 percent of our families belong to our active PTA and many of them attend of monthly meetings and of course, contribute to school fundraisers school events, fieldtrips, etc.

Parents also belong to our English Language Advisory Council (ELAC), the district's District English Language Advisory Committee (DELAC), and our School Site Council, which is responsible for creating the annual School Plan for Student Achievement (SPSA). Our goal is to provide as many opportunities as possible to foster two-way communication so we both inform parents of key events and news and solicit input and feedback from them on major school initiatives so that we can better meet the needs of our entire community.

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

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 574 | 572 | 56 | 9.8 |
| Female | 286 | 285 | 26 | 9.1 |
| Male | 288 | 287 | 30 | 10.5 |
| American Indian or Alaska Native | 2 | 2 | 1 | 50.0 |
| Asian | 230 | 230 | 12 | 5.2 |
| Black or African American | 7 | 7 | 1 | 14.3 |
| Filipino | 35 | 35 | 3 | 8.6 |
| Hispanic or Latino | 70 | 69 | 13 | 18.8 |
| Native Hawaiian or Pacific Islander | 4 | 4 | 3 | 75.0 |
| Two or More Races | 96 | 95 | 6 | 6.3 |
| White | 116 | 116 | 14 | 12.1 |
| English Learners | 64 | 64 | 2 | 3.1 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 71 | 70 | 15 | 21.4 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 64 | 64 | 11 | 17.2 |

## C. Engagement

### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | 0.30 | 1.63 | 2.45 |
| Expulsions | 0.00 | 0.02 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | 0.15 | 0.00 | 0.09 | 1.76 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

## 2022-23 School Safety Plan

The school safety team meets 3 to 4 times a year to discuss safety issues and to how we can take steps to be proactive in preventing various types of school-related safety incidences. Staff receives annual training on various safety procedures specific to various emergency scenarios. Students and staff participate in monthly emergency drills and the safety committee receives feedback from staff regarding ways to strengthen how we perform on them as a school. We also continually look for ways to create a safe environment (Including reviewing our facilities) for staff and students.

| D. Other SARC Information | Information Required in the SARC |
| --- | --- |
| | The information in this section is required to be in the SARC but is not included in the state priorities for LCFF. |

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
| --- | --- | --- | --- | --- |
| K | 24 | | 6 | |
| 1 | 31 | | 3 | 1 |
| 2 | 31 | | 3 | 1 |
| 3 | 25 | | 4 | |
| 4 | 32 | | 3 | |
| 5 | 32 | | 3 | |
| Other | 9 | 2 | | |

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
| --- | --- | --- | --- | --- |
| K | 14 | 7 | 3 | |
| 1 | 17 | 2 | 4 | |
| 2 | 15 | 5 | 2 | 1 |
| 3 | 16 | 4 | 2 | |
| 4 | 19 | 2 | 3 | |
| 5 | 24 | 1 | 3 | |
| Other | 6 | 3 | | |

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 24 | | 4 | |
| 1 | 22 | | 4 | |
| 2 | 24 | | 4 | |
| 3 | 22 | | 4 | |
| 4 | 27 | | 3 | |
| 5 | 31 | | 3 | |
| Other | 9 | 2 | | |

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 0 |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | |
| **Other** | 1.0 |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $13,571.49 | $5,520.95 | $8,050.54 | $71,606.24 |
| District | N/A | N/A | $8,294.39 | $88,572 |
| Percent Difference - School Site and District | N/A | N/A | -3.0 | -21.2 |
| State | N/A | N/A | $6,594 | $83,102 |
| Percent Difference - School Site and State | N/A | N/A | 19.9 | -14.9 |

## 2021-22 Types of Services Funded

At Amelia Earhart School our goal is to support each child's success at a high level academically, social-emotionally, and behaviorally. We have a full-service special education program with both push in and pull out supports specific to students' IEP goals. Students with moderate to severe autism are served in our two special day classes and are strategically integrated into general education classrooms. Teachers provide students additional math and reading support in the classroom using targeted small group instruction, and we provide additional math and reading intervention to students in both during the school day and after-school. We purchase intervention curriculum and have implemented facilitate after-school tutoring classes to targeted groups of students with the goal of accelerating their learning so that they are at grade level. Our instructional coach and intervention lead are two of our key personnel who take a lead on developing and implementing strategic intervention support services.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $58,975 | $52,478 |
| Mid-Range Teacher Salary | $82,694 | $80,810 |
| Highest Teacher Salary | $107,969 | $101,276 |
| Average Principal Salary (Elementary) | $132,773 | $127,080 |
| Average Principal Salary (Middle) | $148,389 | $134,264 |
| Average Principal Salary (High) | $150,371 | $147,200 |
| Superintendent Salary | $240,000 | $242,351 |
| Percent of Budget for Teacher Salaries | 34% | 33% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

## Professional Development

Teachers receive professional learning opportunities each year to improve their teaching skills and to extend their knowledge of the subjects they teach. The focus continues to be the implementation of the Common Core State Standards with a focus on math this year and NGSS in science as well as strategies and structures to support all students in meeting these new standards. Besides site-based professional development, our district continues to offer workshops for interested staff and mandatory, ongoing professional development for site administration and its instructional leadership team. Our site-based professional development this year also focuses on our School Plan for Student Achievement goal. We are developing teachers' capacity to facilitate discussion protocols to build students' academic language and to develop their ability to engage in deeper discussions in order to make a higher level of meaning and knowledge in what they are studying. Teachers have been offered a variety of professional learning opportunities including group workshops, coaching and lesson study. Teacher leaders further support teachers at the site with new instructional strategies and our instructional coach supports teachers with specific instructional strategies based on areas that they want to develop.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 4 | 4 | |