



# AMELIA EARHART ELEMENTARY SCHOOL

400 Packet Landing, Alameda, CA 94502 • (510) 748-4003

Joy Dean, Principal

## School Accountability Report Card

### Principal's Message

Earhart is the largest elementary school in Alameda. The school has grown from 300 students when opened in 1979 to nearly 600 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. One hundred fifty-six (26%) of our students are English learners (EL) representing 27 different "first" languages. Most students, including our EL students, are middle class with college-educated parents.

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. 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.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Earhart (Amelia) Elementary at 510-748-4003.

### School Profile

Amelia Earhart Elementary is one of ten elementary schools in the Alameda City Unified. Curriculum is focused on meeting and exceeding the California State Standards. The school supports cultural awareness on a daily basis through its diverse literature selections, celebrating our diversity and using the Lifeskills.

During the 2006-07, 549 K-5 grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

### Mission Statement

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

### Parent Involvement

Amelia Earhart School greatly benefits from its supportive parents who support instruction both in the classroom and at home. The school has a strong base of parent volunteers who plan activities and support children's learning by working with individual children in the classroom. Parents are also welcome to join classrooms as an Art Docent or on field trips as a chaparone.

### Discipline & Climate for Learning

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Students at Amelia Earhart School are guided by the Lifeskills which are specific behavior guidelines that lead to school and classroom expectations that promote respect, cooperation, courtesy and acceptance of others.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	6.9%
American Indian	0.5%
Asian	39.9%
Caucasian	34.7%
Filipino	5.1%
Hispanic	10.6%
Pacific Islander	0.5%
Multiple or No Response	1.6%

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	6	6	3	884	936	1348
Suspension Rate	1.02%	1.08%	0.55%	8.47%	9.17%	13.16%
Expulsions	0	0	0	15	22	13
Expulsion Rate	0.00%	0.00%	0.00%	0.14%	0.22%	0.13%

The goal of Amelia Earhart School discipline program is to show respect for others and to act in a respectful manner. Parents and students are informed of school rules and discipline policies through the Express and in the Parent Handbook which is sent home the first day of school.

Students are encouraged to participate in the school's Enrichment Program sponsored by Alameda Education Foundation. Earhart School recognizes and celebrates the achievements and successes of students and staff on a regular basis.

## Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.



### Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	81	74	85
1st	93	94	92
2nd	101	103	96
3rd	82	99	98
4th	113	77	96
5th	90	107	80
6th	30		

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from parent volunteers. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

### Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	24	18	20	4	4	4	-	-	-	1	-	-
1st	18	18	18	5	5	5	-	-	-	-	-	-
2nd	20	19	19	5	5	5	-	-	-	-	-	-
3rd	20	20	20	4	5	5	-	-	-	-	-	-
4th	28	32	32	-	-	-	4	2	3	-	-	-
5th	30	31	27	-	-	-	3	3	3	-	-	-
6th	30	-	-	-	-	-	1	-	-	-	-	-
4-8	-	28	-	-	-	-	-	1	-	-	-	-

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes.

Amelia Earhart Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

### CSR Participation

	2004-05	2005-06	2006-07
K	80%	100%	100%
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	100%
K-3	-	-	-

## Safe School Plan

Safety of students and staff is a primary concern of Amelia Earhart Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in May of 2007 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once a year. Students are supervised before and after school by certificated staff and the principal, and lunch supervisors supervise students during lunch. Parent volunteers also help with supervision during lunch. There is a designated area for student drop off and pick up. Visitors must sign in in the main office and wear a visitor badge on the campus.

## School Facilities

Amelia Earhart Elementary was originally constructed in 1979 and is comprised of 32 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 2 computer labs, and 1 playground. Recent remodeling included restroom renovation, seismic upgrade, and HVAC upgrade.

### School Facility Conditions

Date of Last Inspection: 08/08/2007

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			Pod 2 - controls not working, work has been assigned.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			Pod 4 - Main Door set needs to be replaced, work order has been issued.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage		X		Pod 1 - Floor plate not in contact with flooring evidenced of dry rot on door to Pod.
Fire Safety	X			
Electrical (Interior and Exterior)	X			Multi Purpose Room - Exterior light control needs adjustment to turn off lights during the day.
Pest/Vermin Infestation			X	Pod 1 - Site wide periodic Ant or Mice reports in last three months.
Drinking Fountains (Inside and Outside)	X			
Restrooms		X		Pod 1 - Cleanliness not to district standard. Pod 2 - Cleanliness not to district standard. Pod 4 - Cleanliness not to district standard.
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

**Cleaning Process:** The principal works daily with the custodial staff of 3 (2 full-time and 1 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

**Maintenance and Repair:** District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

**Deferred Maintenance Budget:** The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2007/08 school year the district allocated \$445,172 for deferred maintenance program. This represents .5% of the district's general fund budget.

## Teacher Assignment

Alameda City Unified recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Earhart (Amelia) Elementary had 36 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			District 06-07
	School 04-05	School 05-06	School 06-07	
Fully Credentialed	31	30	32	546
Without Full Credentials	0	1	0	19
Working Outside Subject	0	0	0	38

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006/07 school year, the most current data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	4	5	6
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>4</b>	<b>5</b>	<b>6</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.00%	0.00%
District	94.00%	6.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	96.30%	3.70%



## Data Sources

Data within the SARC was provided by Alameda City Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Counseling & Support Staff

It is the goal of Amelia Earhart School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The classroom teacher refers the student to a Student Study Team or asks for the Principal to join the teacher and parent to discuss community based supports for the child and family.

## Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 3 days to staff development annually for the past years. Topics for staff development during the 2006/07 school year included:

- Step up to Writing grades K-5
- Prentice Hall Language Arts trades 6-8
- Glencoe Social Science grades 6-8
- Math Collaboration grades 6-12
- Caring School Communities grades K-5
- Departmental Collaboration grades 9-12
- Academic Vocabulary grades 6-8
- Strategic Instruction Model grades 6-12



## Curriculum Development

All curriculum development in the Alameda City Unified is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Curriculum and Instruction/ Curriculum Coordinator to align with the state standards, district goals, and the statewide assessment program. During the 2006/07, changes to the curriculum included:

- Adoption of new Scott Foresman social studies program for elementary schools, grades K- 5

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																												
Combined % of Students Scoring at Proficient and Advanced Levels																												
	Language Arts						Math						Science															
	2		3		4		5		2		3		4		5													
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07										
<b>All Students</b>																												
School	71	73	76	65	70	74	79	85	83	80	78	82	84	85	85	81	82	80	79	87	85	78	79	84	68	71	83	
District	64	67	66	53	60	56	66	71	70	60	63	66	73	71	72	71	75	75	67	72	74	55	64	65	38	44	53	
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37	
<b>Males</b>																												
School	72	74	73	65	74	71	71	86	80	69	72	80	87	89	90	76	80	88	75	90	86	74	72	84	67	67	83	
District	59	66	65	48	56	53	57	66	67	55	56	62	71	72	77	72	76	76	64	72	76	54	60	67	39	44	56	
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38	
<b>Females</b>																												
School	71	71	79	64	67	78	87	86	89	87	84	85	80	79	81	88	84	68	83	83	86	81	86	85	70	76	82	
District	68	68	68	58	64	59	75	76	74	67	70	69	75	70	69	72	74	73	71	73	73	57	66	62	38	45	51	
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35	
<b>Socioeconomically Disadvantaged</b>																												
School	*	59	64	27	33	60	53	83	*	69	53	46	*	82	73	64	58	85	71	83	*	69	59	62	50	59	54	
District	44	50	47	32	38	37	51	51	51	38	42	42	59	53	57	57	59	62	57	54	59	40	44	45	19	22	25	
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22	
<b>Asian</b>																												
School	63	79	82	64	69	76	76	89	86	81	84	92	89	92	87	94	87	90	86	97	94	83	91	89	72	78	92	
District	70	80	79	52	67	61	74	79	78	71	71	73	84	85	85	80	88	88	85	85	88	74	82	75	45	50	60	
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60	
<b>Hispanic</b>																												
School	*	*	92	*	*	64	*	*	*	*	*	*	*	*	92	*	*	64	*	*	*	*	*	*	*	*	*	*
District	47	54	52	39	45	46	39	58	63	38	38	50	58	55	58	60	60	64	34	57	56	28	33	51	22	23	37	
State	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23	
<b>Caucasian</b>																												
School	85	68	68	65	75	73	81	80	89	89	76	74	88	81	79	70	83	77	74	75	86	79	74	78	63	76	77	
District	77	72	77	69	71	67	77	81	80	77	76	79	81	78	82	79	82	78	70	80	82	66	70	73	54	59	71	
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58	
<b>Students with Disabilities</b>																												
School	*	*	*	*	33	*	33	*	*	*	33	*	*	*	*	*	58	*	42	*	*	*	17	*	*	17	*	
District	41	36	19	29	19	18	35	31	36	28	29	35	50	45	35	43	42	47	37	37	40	25	35	36	26	23	32	
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16	
<b>English Learners</b>																												
School	50	65	72	31	65	61	50	75	61	29	58	73	77	80	80	92	77	79	73	94	78	43	74	73	21	42	73	
District	49	63	55	33	48	40	45	61	57	34	40	41	68	70	65	66	70	75	65	68	74	43	56	52	13	17	27	
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11	

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year.

### CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
	3			3		
	61	66	71	77	75	81
<b>School</b>	61	66	71	77	75	81
District	56	58	55	74	73	74
State	36	37	38	55	55	56
	All Students					
<b>School</b>	65	65	67	78	72	85
	Males					
<b>School</b>	55	70	76	76	80	76
	Females					
<b>School</b>	18	55	60	55	64	70
	Socioeconomically Disadvantaged					
<b>School</b>	64	62	74	86	79	85
	Asian					
<b>School</b>	*	*	64	*	*	64
	Hispanic					
<b>School</b>	65	74	63	61	72	83
	Caucasian					
<b>School</b>	*	25	*	*	33	*
	Students with Disabilities					
<b>School</b>	38	50	65	77	62	75
	English Learners					

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

### Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar

**Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

	API School Results			2007 API Growth Score
	04-05	05-06	06-07	
Statewide Rank	10	10	10	
Similar Schools Rank	4	3	7	
	All Students			
Actual Growth	9	18	18	918
	Socioeconomically Disadvantaged			
Actual Growth	-	-	-	-
	Asian			
Actual Growth	7	29	13	941
	Caucasian			
Actual Growth	11	-10	30	911
	English Learners			
Actual Growth	-	36	26	898

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

### Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA).

It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

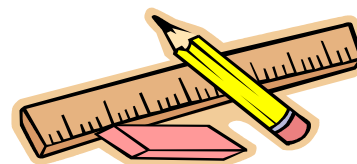
The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

#### Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	



### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate).

After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Alameda Free Library, 1550 Oak Street, which contains numerous computer workstations.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	4.35%

**District Expenditures**

Alameda City Unified spent an average of \$7856.07 to educate each student, based on 2005-06 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,025
From Restricted Sources	\$468
From Unrestricted Sources	\$4,557
District	
From Unrestricted Sources	\$732
Percentage of Variation between School & District	522.54%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	7.80%

**Physical Fitness**

In the spring of each year, Earhart (Amelia) Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone 2006-07 Test Results	
5th Grade	
School	
School Overall	64.2%
School (Boys)	62.5%
School (Girls)	66.7%
District	
District Overall	47.4%
District (Boys)	46.6%
District (Girls)	48.2%
State	
State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%



**District Revenue Sources**

In addition to general state funding, Earhart (Amelia) Elementary receives state and federal funding for the following categorical funds and other support programs:

- Class Size Reduction K-3
- California Public Schools Act of 1998
- Instructional Materials
- School Improvement Program Grades K-6
- State Lottery
- Medi-Cal Billing Option
- Other Local

**Instructional Materials**

AUSD held a Public Hearing on September 11, 2007, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	Mathematics	Harcourt	2001	Yes
K-5	Reading/ Language Arts	Houghton Mifflin	2002	Yes
K-5	Science	Harcourt	1999	Yes
K-5	Social Science/ History	MacMillan/ McGraw Hill	2003	Yes

**Teacher & Administrative Salaries as a Percentage of Total Budget**

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$38,081	\$38,479
Mid-Range Teachers	\$54,800	\$60,306
Highest Teachers	\$72,615	\$74,193
Elementary School Principals	\$91,134	\$92,985
Middle School Principals	\$101,008	\$98,305
High School Principals	\$110,337	\$107,384
Superintendent	\$162,500	\$155,314
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.4%	40.8%
Administrative Salaries	5.5%	5.7%

