



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 Amelia Earhart Elementary at 510-748-4003.

School Profile

Amelia Earhart Elementary is one of ten elementary schools in the Alameda City Unified. As a California Distinguished School Amelia Earhart School meets and exceeds the California vision of an exemplary school. 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 2007-08, 592 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.

Enrollment By Grade

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

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	6.9%
American Indian	0.7%
Asian	41.8%
Caucasian	34.5%
Filipino	4.6%
Hispanic or Latino	9.5%
Pacific Islander	0.7%
Multiple or No Response	1.4%

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	74	85	99
1st	94	92	101
2nd	103	96	93
3rd	99	98	100
4th	77	96	94
5th	107	80	95

Discipline & Climate for Learning

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. 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. 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 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.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	6	3	15	936	1348	1126
Suspension Rate	1.1%	0.5%	2.6%	9.2%	13.2%	10.9%
Expulsions	0	0	0	22	13	6
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%

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											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	18	20	19	4	4	7	-	-	-	-	-	-
1	18	18	18	5	5	5	-	-	-	-	-	-
2	19	19	20	5	5	4	-	-	-	-	-	-
3	20	20	20	5	5	5	-	-	-	-	-	-
4	32	32	31	-	-	-	2	3	3	-	-	-
5	31	27	32	-	-	-	3	3	3	-	-	-
K-3	-	-	10	-	-	2	-	-	-	-	-	-
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. Earhart (Amelia) 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		
	2005-06	2006-07	2007-08
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

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. 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.

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 evidence 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			

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 2007-08 year, Earhart (Amelia) Elementary had 33 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. 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 2007-08 school year, the most current data are reported.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	30	32	32	515
Without Full Credentials	1	0	1	20
Working Outside Subject	0	0	0	29

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	4	5	6
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	4	5	6
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	90.0%	10.0%
District	90.1%	9.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	93.2%	6.8%

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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Psychologist	1	.20

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 2007/08 school year included:

- Sexual Orientation and Gender Identity Awareness Training K-5
- Unpacking the PE Standards K-5
- Sheltered Instruction Observation Protocol (SIOP) K-5

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 2007-2008, changes to the curriculum included:

- Adoption of new FOSS science program for elementary schools, grades K-5
- First year implementation of Scott Foresman Social Science, grades K-5

Physical Fitness

In the spring of each year, Amelia Earhart 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	
2007-08 Test Results	
5th Grade	
School	
School Overall	74.0%
School (Boys)	59.6%
School (Girls)	90.9%
District	
District Overall	47.1%
District (Boys)	43.4%
District (Girls)	51.2%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

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									
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08				
All Students																												
School	73	76	69	70	74	59	85	83	86	78	82	88	85	85	77	82	80	86	87	85	92	79	84	88	71	83	88	
District	67	66	66	60	56	55	71	70	74	63	66	70	71	72	70	75	75	78	72	74	75	64	65	70	44	53	63	
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46	
Males																												
School	74	73	65	74	71	58	86	80	82	72	80	81	89	90	79	80	88	86	90	86	93	72	84	88	67	83	92	
District	66	65	62	56	53	53	66	67	70	56	62	67	72	77	69	76	76	78	72	76	75	60	67	69	44	56	66	
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48	
Females																												
School	71	79	72	67	78	60	86	89	92	84	85	95	79	81	77	84	68	87	83	86	89	86	85	88	76	82	84	
District	68	68	69	64	59	57	76	74	78	70	69	72	70	69	73	74	73	77	73	73	77	66	62	70	45	51	59	
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45	
Socioeconomically Disadvantaged																												
School	59	64	42	33	60	38	83	*	86	53	46	*	82	73	75	58	85	64	83	*	93	59	62	*	59	54	*	
District	50	47	44	38	37	36	51	51	59	42	42	49	53	57	49	59	62	63	54	59	64	44	45	50	22	25	40	
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32	
Asian																												
School	79	82	72	69	76	65	89	86	89	84	92	91	92	87	85	87	90	93	97	94	97	91	89	89	78	92	89	
District	80	79	79	67	61	62	79	78	80	71	73	78	85	85	82	88	88	91	85	88	89	82	75	83	50	60	64	
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69	
Hispanic or Latino																												
School	*	92	27	*	64	55	*	*	*	*	*	*	*	92	55	*	64	91	*	*	*	*	*	*	*	*	*	*
District	54	52	29	45	46	37	58	63	61	38	50	56	55	58	33	60	64	61	57	56	57	33	51	55	23	37	49	
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32	
Caucasian																												
School	68	68	78	75	73	50	80	89	86	76	74	91	81	79	70	83	77	81	75	86	90	74	78	91	76	77	94	
District	72	77	77	71	67	70	81	80	85	76	79	83	78	82	82	82	78	84	80	82	80	70	73	79	59	71	79	
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68	
Students with Disabilities																												
School	*	*	*	33	*	*	*	*	*	33	*	*	*	*	*	58	*	*	*	*	*	17	*	*	17	*	*	*
District	36	19	21	19	18	32	31	36	42	29	35	35	45	35	28	42	47	54	37	40	53	35	36	38	23	32	47	
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26	
English Learners																												
School	65	72	57	65	61	37	75	61	79	58	73	80	80	80	80	77	79	85	94	78		74	73	81	42	73	75	
District	63	55	57	48	40	39	61	57	61	40	41	53	70	65	64	70	75	77	68	74	75	56	52	62	17	27	37	
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17	

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

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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
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.

Federal Intervention Programs		
Program Improvement (PI) Status	School	District
	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	4.35%

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. 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.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	06	07	08	06	07	08
All Students						
School	66	71	61	75	81	66
District	58	55	53	73	74	71
State	37	38	38	55	56	56
Males						
School	65	67	58	72	85	67
Females						
School	70	76	64	80	76	64
Socioeconomically Disadvantaged						
School	55	60	36	64	70	62
Asian						
School	62	74	58	79	85	70
Hispanic or Latino						
School	*	64	58	*	64	75
Caucasian						
School	74	63	65	72	83	59
Students with Disabilities						
School	25	*	*	33	*	*
English Learners						
School	50	65	36	62	75	52

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

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.

Instructional Materials

AUSD held a Public Hearing on September 23, 2008, 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. In addition, ASTI students use college texts provided in their classes at College of Alameda.

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.

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:

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

District Expenditures

Alameda City Unified spent an average of \$7856.07 to educate each student, based on 2006-07 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.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	3	7	9	
All Students				
Actual Growth	18	18	-7	910
Socioeconomically Disadvantaged				
Actual Growth	-	-	-	-
Asian				
Actual Growth	29	13	-11	928
Caucasian				
Actual Growth	-10	30	-2	906
English Learners				
Actual Growth	36	26	-14	881

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	Mathematics	Harcourt	2001	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-5	Science	Harcourt	1999	Yes	0.0%
K-5	Social Science/ History	MacMillan/ McGraw Hill	2003	Yes	0.0%

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,549
From Restricted Sources	\$163
From Unrestricted Sources	\$4,386
District	
From Unrestricted Sources	\$376
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	-17.25%

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		
2006-07		
	District	State
Beginning Teachers	\$39,871	\$39,871
Mid-Range Teachers	\$57,376	\$57,949
Highest Teachers	\$76,028	\$76,028
Elementary School Principals	\$98,501	\$103,327
Middle School Principals	\$97,879	\$102,675
High School Principals	\$111,148	\$116,594
Superintendent	\$167,375	\$172,396
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.0%	40.2%
Administrative Salaries	6.0%	5.8%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$72,454
District	\$61,017
Percentage of Variation	18.74%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	16.56%

