

Alameda City Unified School District

Amelia Earhart Elementary School

2009-2010 School Accountability Report Card

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Principal**

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Principal's Message

Earhart is the largest elementary school in Alameda. The school has grown from 300 students when opened in 1979 to 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.

Mission Statement

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

School Profile

Amelia Earhart Elementary is one of ten elementary schools in the Alameda City Unified School District. 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. An emphasis on the arts, music and performing arts supports all children in their academic endeavors.

During the 2009-2010, 605 K-5 grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Student Enrollment by Ethnic Group

2009-10	
	Percentage
African American	5.8%
American Indian	0.2%
Asian	42.6%
Filipino	5.0%
Hispanic or Latino	5.0%
Pacific Islander	0.8%
White	34.2%
Two or More	0.8%
None Reported	5.6%

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		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	15	5	11	1126	1016	797
Suspension Rate	2.6%	0.8%	1.8%	10.9%	9.9%	7.6%
Expulsions	0	0	0	6	11	5
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%

Enrollment By Grade

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

	Enrollment Trend by Grade Level		
	2007-08	2008-09	2009-10
K	99	98	102
1st	101	106	103
2nd	93	100	103
3rd	100	97	97
4th	94	108	95
5th	95	93	105

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		
08	09	10	08	09	10	08	09	10	08	09	10	
By Grade Level												
K	19	19	20	7	5	5	-	-	-	-	-	-
1	18	20	20	5	5	5	-	-	-	-	-	-
2	20	20	20	4	5	5	-	-	-	-	-	-
3	20	19	19	5	5	5	-	-	-	-	-	-
4	31	27	32	-	-	-	3	4	3	-	-	-
5	32	31	26	-	-	-	3	3	4	-	-	-
K-3	10	-	-	2	-	-	-	-	-	-	-	-

Staff Development

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year, then sharing their experiences and knowledge with district and school site colleagues. The district has dedicated 3 days to staff development annually for the past years. Topics for staff development during the 2009-10 school year included:

- Exploration of Anti-Bullying curriculum materials
- Math strategies for student success and implementation of the new adoption

At the site we have additionally focussed on vocabulary and the acquisition of academic vocabulary to support all students and especially our English learners.

Teacher Assignment

Alameda City Unified recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	32	28	34	2360
Without Full Credentials	1	1	0	5
Working Outside Subject	0	0	0	0

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 2010-11 school year, the most current data are reported.

	Misassignments/Vacancies		
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	2	1	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	2	1	0
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 2006-07 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	100.0%	0.0%
District	98.5%	1.5%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	99.8%	0.2%

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. Our Bridge program provides "Lunch Bunch" social skills and play skill groups to support children in the school environment.

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

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.

Data Sources

Data within the SARC was provided by Alameda City Unified School District, retrieved from the 2009-10 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.

School Facilities

Amelia Earhart Elementary was originally constructed in 1979 and is comprised of 32 classrooms, 1 multipurpose room/cafe/tertia, 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. 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 2008/09 school year the district allocated \$445,172 for deferred maintenance program. This represents .5% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 01/27/2010				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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 2010 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.

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 available for Math (grades 9-11) and Science (grade 9). For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	75	83	86	60	63	66	46	50	52
Mathematics	86	90	93	52	55	57	43	46	48
Science	88	87	93	56	60	65	46	50	54
History/Social Science	*	*	*	46	50	54	36	41	44

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	66	57	65	54
School	86	93	93	*
African American	83	96	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	70	90	*	*
Hispanic or Latino	64	83	91	*
Pacific Islander	*	*	*	*
White	89	96	92	*
Males	85	94	93	*
Females	87	93	93	*
Socioeconomically Disadvantaged	71	85	69	*
English Learners	79	89	91	*
Students with Disabilities	73	83	*	*
Migrant Education	*	*	*	*

*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		No	

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. Amelia Earhart School is meeting AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2010-11)	-	-
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	10.00%

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. The state has set 800 as the API score that schools should strive to meet.

Amelia Earhart's Statewide Rank is 10. 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 is 9. 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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	07-08	08-09	09-10
Statewide	10	10	10
Similar Schools	9	8	9
All Students at the School			
Actual API Change	-7	23	15
Asian			
Actual API Change	-11	15	19
White			
Actual API Change	-2	34	11
Two or More Races			
Actual API Change	-	-	0
English Learners			
Actual API Change	-14	33	12

** Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)*

Growth API			
	School	District	State
All Students at the School	948	833	767
Asian	958	877	890
White	955	880	838
English Learners	925	786	692

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 grade five. 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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.7%	25.3%	41.8%

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

Curriculum Development

All curriculum development in the Alameda Unified School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Student Support Services and Assessment TSA to align with the state standards, district goals, and the statewide assessment program.

Parent Involvement

Amelia Earhart School greatly benefits from its supportive parents who support instruction both in the classroom and at home and with financial resources. 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, Motor Fitness, lunch time support or on field trips as a chaparone.

Instructional Materials

AUSD held a Public Hearing on September 22, 2009, 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.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	Mathematics	Houghton Mifflin-California Math	2008	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2010	Yes	0.0%
K-5	Science	FOSS	2007	Yes	0.0%
K-5	Social Science/ History	MacMillan/ McGraw Hill	2003	Yes	0.0%

Additional Internet Access/Libraries

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

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		
2008-09		
	District	State
Beginning Teachers	\$41,893	\$41,209
Mid-Range Teachers	\$60,285	\$65,228
Highest Teachers	\$79,883	\$83,339
Elementary School Principals	\$104,402	\$103,189
Middle School Principals	\$112,410	\$108,789
High School Principals	\$113,585	\$119,247
Superintendent	\$192,500	\$179,589
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.3%	40.6%
Administrative Salaries	5.8%	6.0%

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 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	\$61,677
District	\$64,092
Percentage of Variation	3.77%
School & State	
All Unified School Districts	\$65,399
Percentage of Variation	5.70%

District Expenditures

Alameda City Unified spent an average of \$67094.00 to educate each student, based on 2008-09 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	\$4,513
From Restricted Sources	\$256
From Unrestricted Sources	\$4,257
District	
From Unrestricted Sources	\$474
Percentage of Variation between School & District	798.10%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	25.07%

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