

Amelia Earhart Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Amelia Earhart Middle School |
| Street | 20202 Aptos Street |
| City, State, Zip | Riverside, CA 92508-3256 |
| Phone Number | (951) 697-5700 |
| Principal | Sean Curtin |
| E-mail Address | scurtin@rusd.k12.ca.us |
| Web Site | http://www.rusdlink.org/Domain/40 |
| CDS Code | 33-67215-6112668 |

| District Contact Information | |
|------------------------------|-------------------------|
| District Name | Riverside Unified |
| Phone Number | (951) 788-7135 |
| Superintendent | David C. Hansen, Ed.D. |
| E-mail Address | dchansen@rusd.k12.ca.us |
| Web Site | www.rusd.k12.ca.us |

School Description and Mission Statement (School Year 2017-18)

Our Mission

Earhart students will develop and utilize the knowledge, skills, and attributes necessary to meaningfully interact with an ever-changing global society.

Shared Commitments

1. Students will be challenged daily to connect to learning goals that are rigorous and relevant and aligned to the Common Core content standards. Learning goals will be posted daily for students as well as referred to during each lesson.
2. Students will collaborate with each other to foster both precision and flexibility in their learning.
3. Students will show evidence of reading and writing that is thoughtfully relevant to the learning goals.

Core Values (H-A-W-K-S)

H - Honesty

A - Achieving Excellence

W - Work Ethic

K - Kindness

S - Serving Others

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 7 | 490 |
| Grade 8 | 533 |
| Total Enrollment | 1,023 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 8.6 |
| American Indian or Alaska Native | 0.2 |
| Asian | 6.4 |
| Filipino | 2.3 |
| Hispanic or Latino | 35.5 |
| Native Hawaiian or Pacific Islander | 0.8 |
| White | 37.7 |
| Two or More Races | 4.8 |
| Socioeconomically Disadvantaged | 32.2 |
| English Learners | 3 |
| Students with Disabilities | 8 |
| Foster Youth | 0.3 |

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 38 | 42 | 40 | 1909 |
| Without Full Credential | 0 | 1 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, 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 6-year cycle developed by the California 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

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------------|---|----------------------------------|---|
| Reading/Language Arts | Language Arts 7 (adopted in 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 1 Holt, Rinehart & Winston: Supplemental: Holt Handbook, Course 1 Language Arts 8 (adopted in 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 2 Holt, Rinehart & Winston: Supplemental: Holt Handbook, Course 2 Language! (adopted in 2002) ELD 1, 2, 3 (adopted in 2009) Scholastic: READ 180/ System 44, Intensive Reading Intervention Program (adopted in 2010) | Yes | 0% |
| Mathematics | Introduction to Algebra / Introduction to Algebra Concepts (adopted in 2008) Holt, Rinehart & Winston: California Mathematics Course 2 – Pre-Algebra Holt, Rinehart & Winston: Pre-Algebra 8 / Pre-Algebra 8 Concepts (adopted in 2008) Holt, Rinehart & Winston: California Algebra Readiness – Volumes 1-4 Holt, Rinehart & Winston: Algebra 1 / Algebra 1 Concepts / Algebra 1B (adopted in 2008) Holt, Rinehart & Winston: California Algebra 1 Holt, Rinehart & Winston: Geometry (adopted in 2008) Holt, Rinehart & Winston: California Geometry | Yes | 0% |
| Science | Holt, Rinehart & Winston: Life Science, Grade 7 (adopted in 2007) McDougal Littell: Physical Science, Grade 8 (adopted in 2007) | Yes | 0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|--|----------------------------------|---|
| History-Social Science | Holt, Rinehart & Winston: World History, Grade 7 (adopted in 2006) Holt, Rinehart & Winston: World History: Medieval to Modern Times: Holt CA Social Studies Holt, Reinhart & Winston: United States History, Grade 8 (adopted in 2006) Holt, Reinhart & Winston: United States History: Independence to 1914: Holt CA Social studies | Yes | 0% |
| Foreign Language | Holt, Reinhart & Winston: Spanish 1 (adopted in 2006) Holt, Reinhart & Winston: Ven Conmigo! Holt Spanish Level 1 Holt, Reinhart & Winston: Pre-AP Spanish (adopted in 2009) Holt, Reinhart & Winston: Ven Conmigoi Nuevas Vistas Uno | Yes | 0% |
| Health | N/A | | N/A |
| Visual and Performing Arts | Offer standards-based visual art, theater, instrumental music, and vocal music as electives. | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | N/A | | N/A |

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1995
 Lot Size: 20 Acres
 45 Permanent Classrooms
 13 Portable Classrooms
 Completely Air Conditioned
 Computer Lab
 Library
 Indoor and outdoor cafeteria
 Multi-purpose room

"Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Earhart has a plant supervisor and a part-time custodial staff who along with other district personnel maintain the grounds and facilities.

of Work Orders = 577
 Labor Hours = 2209.65

Assessed Value of Work = \$93,113.19

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/29/2017 | | | | |
|---|---------------|------|------|--|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | 801: Cracked VCT 802: Stained ceiling tiles 803: Stained and broken ceiling tile 903: Paint peeling by door |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 12/29/2017 | | | | |
|--|-----------|------|------|------|
| Overall Rating | 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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 65 | 63 | 48 | 47 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 49 | 52 | 35 | 34 | 36 | 37 |

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | "1,022" | "1,018" | 99.61 | 63.36 |
| Male | 542 | 542 | 100 | 58.3 |
| Female | 480 | 476 | 99.17 | 69.12 |
| Black or African American | 88 | 86 | 97.73 | 48.84 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 68 | 68 | 100 | 77.94 |
| Filipino | 24 | 24 | 100 | 87.5 |
| Hispanic or Latino | 361 | 361 | 100 | 57.62 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 380 | 378 | 99.47 | 67.99 |
| Two or More Races | 53 | 53 | 100 | 73.58 |
| Socioeconomically Disadvantaged | 333 | 329 | 98.8 | 52.28 |
| English Learners | 59 | 59 | 100 | 35.59 |
| Students with Disabilities | 84 | 84 | 100 | 15.48 |
| Foster Youth | -- | -- | -- | -- |

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 1,024 | 1,020 | 99.61 | 52.06 |
| Male | 543 | 542 | 99.82 | 51.85 |
| Female | 481 | 478 | 99.38 | 52.3 |
| Black or African American | 88 | 87 | 98.86 | 27.59 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 68 | 68 | 100 | 80.88 |
| Filipino | 24 | 24 | 100 | 79.17 |
| Hispanic or Latino | 363 | 361 | 99.45 | 43.77 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 380 | 379 | 99.74 | 56.73 |
| Two or More Races | 53 | 53 | 100 | 67.92 |
| Socioeconomically Disadvantaged | 335 | 331 | 98.81 | 40.18 |
| English Learners | 59 | 59 | 100 | 23.73 |
| Students with Disabilities | 84 | 84 | 100 | 8.33 |
| Foster Youth | -- | -- | -- | -- |

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 88 | 90 | 58 | 54 | 60 | 56 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 19.1 | 24.2 | 34.2 |

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to attend all parent meetings and workshop opportunities. All parents are encouraged to take an active role in their student's education through homework and ongoing communication with the school. AVID parents are invited and encourage to participate in parent nights throughout the year. Parents are invited to attend Back-to-School night in the fall and Open House in the spring.

At Earhart, we know that parents can make a positive difference in their student's education as well as making a tremendous impact on the school at large. In addition to their daily involvement with their child at home, there are several ways for parents to express their opinions and to help us to reach our school wide goals. Parents are involved in multiple ways which includes membership on Parent Advisory Council, English Learner Advisory Committee (ELAC), AVID site team and PTSA.

Parents can monitor student progress and academic concerns through the Digital Dashboard, Aeries and Power Learning; internet-based resources. The following leaders may be contacted through Earhart's main phone number 951-697-5700:

Principal and parent involvement contact, Sean Curtin

PTSA President, Diane Anderson

Assistant Principal, Sean Browning

Parent Advisory Council, Sean Browning

ELAC, Karina Quezada

Counselor (7th grade), Trina Orsbun

Counselor (8th grade), Sheila Valcarcel

AVID Coordinator, Denise Rush

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 2.7 | 3.4 | 3.0 | 4.4 | 4.0 | 3.6 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.1 | 0.0 | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|--|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2007-2008 |
| Year in Program Improvement* | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 22 |
| Percent of Schools Currently in Program Improvement | N/A | 68.8 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|-----------------------|----------------------|-------|-----|-----------------------|----------------------|-------|-----|-----------------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| | | | | | | | | | | | | |
| English | 26 | 10 | 22 | 7 | 26 | 10 | 20 | 10 | 24 | 17 | 13 | 16 |
| Mathematics | 27 | 8 | 17 | 11 | 27 | 6 | 17 | 13 | 26 | 9 | 20 | 11 |
| Science | 31 | 3 | 10 | 18 | 29 | 4 | 14 | 16 | 29 | 4 | 19 | 12 |
| Social Science | 30 | 4 | 11 | 17 | 28 | 5 | 16 | 14 | 29 | 5 | 9 | 21 |

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

Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|--|---|--|
| Academic Counselor | 2 | 0 |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.9 | N/A |
| Psychologist | 0.3 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0.2 | N/A |
| Speech/Language/Hearing Specialist | 1 | N/A |
| Resource Specialist | 2 | N/A |
| Other | 0 | N/A |

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|-------------------------------|---------------------------------|----------------------------|-------------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 6903 | 952 | 5951 | 90636 |
| District | N/A | N/A | \$5,857 | \$87,199 |
| Percent Difference: School Site and District | N/A | N/A | -6.7 | 1.1 |
| State | N/A | N/A | \$6,574 | \$79,228 |
| Percent Difference: School Site and State | N/A | N/A | -16.9 | 11.3 |

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

Types of Services Funded (Fiscal Year 2016-17)

Amelia Earhart Middle School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$8,036 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$56,035 | \$47,808 |
| Mid-Range Teacher Salary | \$82,647 | \$73,555 |
| Highest Teacher Salary | \$100,547 | \$95,850 |
| Average Principal Salary (Elementary) | \$125,192 | \$120,448 |
| Average Principal Salary (Middle) | \$132,039 | \$125,592 |
| Average Principal Salary (High) | \$144,725 | \$138,175 |
| Superintendent Salary | \$282,285 | \$264,457 |
| Percent of Budget for Teacher Salaries | 40% | 35% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

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

Professional Development (Most Recent Three Years)

During the 2015-2016 school year, all staff members at Earhart participated in professional development training during Wednesday Planning Days and monthly staff meetings. Many staff members participated in three Planning Days for Departments during the school year and other professional growth opportunities sponsored by the School, District, or through Special Projects.

The major topics covered during the in-services are listed below:

1. Haiku -internet based tool for communication
2. Research based instructional strategies (common core specific)
3. Google Drive
4. Differentiating instruction for all populations, (Example; GATE, EL, and underachieving populations)
5. The use of data to guide instruction -Illuminate
6. AVID WICOR Strategies
7. Personalized Learning
8. Multiple Intelligence's
9. Academic Vocabulary
10. Academic Rigor
11. Small Group Instruction
12. Formative and Summative assessments
13. Illuminate Training

During the 2016-2017 school year, all staff members at Earhart participated in professional development training during Wednesday Planning Days and monthly staff meetings. Many staff members participated in three Planning Days for Departments during the school year and other professional growth opportunities sponsored by the School, District, or through Special Projects. The major topics covered during the in-services are listed below:

1. AVID Summer Institute.
2. Teacher and Staff District Professional Development Days.
3. Instructional Services Pull-out Professional Development Days per department.
4. Interdisciplinary Staff development on site.
5. AVID strategies ongoing professional development throughout the year.
6. MAPS Assessment Training
7. WEB (Where Everyone Belongs) Training/STE Conference
8. RIMS AVID Conference
9. Math Conference

During the 2017-2018 school year, all staff members at Earhart participated in professional development during department meetings, staff meetings and Wednesday Planning Days. Many staff members participated in three Planning Days for Departments during the school year and other professional growth opportunities sponsored by the School, District, or through Special Projects.

The major topics covered during the in-services are listed below:

1. Power Learning -internet based tool for communication
2. Research based instructional strategies (common core specific)
3. Instructional Technology (i.e. Google Classroom)
4. Differentiating instruction for all populations, (Example; GATE, EL, and underachieving populations)
5. The use of data to guide instruction -Illuminate
6. AVID School-wide and WICOR Strategies
7. Personalized Learning and differentiation of instruction
8. Engagement Strategies
9. Focused Note Taking
10. Academic Rigor
11. Small Group Instruction
12. Formative and Summative assessments