Amelia Earhart Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Amelia Earhart Elementary School
Street	400 Packet Landing Road
City, State, Zip	Alameda
Phone Number	(510)748-4003
Principal	Bryan Dunn-Ruiz
Email Address	bdunnruiz@alamedaunified.org
School Website	https://earhart.alamedaunified.org/
County-District-School (CDS) Code	01611196100374

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make meaningful, positive impact in their lives, the lives of others, and the world around them. Alameda Unified School District is committed to upholding our community's core values of equity and excellence for every student by providing inclusive and safe conditions for learning that challenge and support every student to be culturally competent and prepared for college, career, and community participation.

2023-24 School Description and Mission Statement

Amelia Earhart School can be found on Bay Farm Island in Alameda. The community boasts an elaborate system of bike and walking trails, many of which are adjacent to lagoons and the beautiful San Francisco Bay. Parks, ball fields, community centers and a public library add to the small-town atmosphere and closeness of our community. Located on the east side of the Bay, near Oakland International Airport, we are reminded of our namesake and the tradition of setting and achieving high standards. Earhart is one of the largest elementary schools in Alameda. The school has grown from 300 students when opened in 1979 to nearly 590 students today. Our student body is ethnically diverse with five numerically significant ethnic groups composing the majority of the school population. All Earhart students are provided a balanced, comprehensive, standards-aligned curriculum and textbooks in all subject areas. The curriculum, tied to state and local standards, focuses on reading, writing and mathematics while emphasizing basic skills, problem solving, and critical and higher-order thinking skills. Teachers extend the curriculum to include science, social studies and the performing arts. Grade level meetings and dedicated curriculum collaboration time maximize weekly early dismissal time and staff meeting time to discuss state standards, the standards-based report card, and to plan curriculum including: thematic units, differentiated instruction, and to design intervention strategies for struggling students. Earhart teachers firmly believe student achievement is directly related to the professional development in which they participate. The implementation and success of a standards-based curriculum requires a variety of research-based teaching methods. Ongoing teacher collaboration and the examination of student work is practiced by every teacher. Professional development, identified by staff, is aligned to the action plans in our SPSA and incorporates presentations by experts with extensive collaboration, curriculum development, collegial discussions and coaching. Our school community is our biggest ally in supporting all students in meeting and exceeding academic standards. Our families support our school because they understand what we do and share our expectations for all children. The entire community is committed to all students reaching and sustaining proficiency in preparation for future success.

The success of all students is the goal of the Earhart community, and the extent to which our staff, parents, community members, and students strive to achieve that success is inspiring. Enhancing our traditional program with extended learning opportunities in science and the arts is a commitment of our staff and PTA. Our curricular and enrichment programs provide a strong academic foundation, as well as learning opportunities that promote social and emotional development. The PTA partners with our principal and staff to provide enrichment activities that are integral to the development of our children as lifelong learners. As a community, we support our children through funding for science materials, technology and music instruments and performance enhancements. These combined efforts achieve our mission to provide educational excellence and a positive, safe learning environment for all students. It is the shared belief of the Earhart community that a lifelong love of learning is the best legacy a school can give its students. During Amelia Earhart's lifetime, she faced the risk of flying with incredible courage. Our children are empowered to use their courage to soar to excellence each day.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	76
Grade 2	93
Grade 3	100
Grade 4	97
Grade 5	98
Total Enrollment	588

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
American Indian or Alaska Native	0.2%
Asian	38.4%
Black or African American	1.4%
Filipino	6.8%
Hispanic or Latino	10%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	17.3%
White	22.8%
English Learners	10.2%
Socioeconomically Disadvantaged	20.4%
Students with Disabilities	7.8%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.50	100.00	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.80	2.48	11953.10	4.28
Unknown	0.00	0.00	26.00	5.03	15831.90	5.67
Total Teaching Positions	28.50	100.00	518.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0

Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc,/Great Minds (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014 (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program. (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
Foreign Language	N/A		0
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.		0

School Facility Conditions and Planned Improvements

School has a metal roof that less than 10 years. A new fence was installed in 2019. The parking lot ashpalt was replaced in 2017. The school classrooms and yard are fairly clean.

Year and month of the most recent FIT report	8/8/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Portable B1-2: Replace ceiling tiles, water stains. Room 58: Wallpaper ripped, needs to be patch. Room 61: Replace ceiling tiles, water stains. Room 62: Replace ceiling tiles, water stains. Room 63: Replace ceiling tiles, water stains. Room 64: Replace ceiling tiles, water stains. Room 65: Replace ceiling tiles, water stains. Room 66: Replace ceiling tiles, water stains.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 11: Ants Room 12: Ants Room 13: Ants
Electrical	X			Room 35: Outlet needs repair.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Admin Office: Toilet flush valve needs repair.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Admin Office: Toilet flush valve needs repair. Multiple Purpose:

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	77	73	65	63	47	46
Mathematics (grades 3-8 and 11)	81	83	53	54	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	293	100.00	0.00	73.38
Female	148	148	100.00	0.00	77.70
Male	145	145	100.00	0.00	68.97
American Indian or Alaska Native	0	0	0	0	0
Asian	119	119	100.00	0.00	77.31
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	76.47
Hispanic or Latino	32	32	100.00	0.00	59.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	53	100.00	0.00	67.92
White	67	67	100.00	0.00	74.63
English Learners	18	18	100.00	0.00	22.22
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.00	0.00	53.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	32.00

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	291	99.32	0.68	83.16
Female	148	146	98.65	1.35	82.19
Male	145	145	100.00	0.00	84.14
American Indian or Alaska Native	0	0	0	0	0
Asian	119	117	98.32	1.68	88.03
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	82.35
Hispanic or Latino	32	32	100.00	0.00	62.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	53	100.00	0.00	83.02
White	67	67	100.00	0.00	85.07
English Learners	18	18	100.00	0.00	50.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.00	0.00	66.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	44.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	74.73	69.89	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	99	100.00	0.00	67.68
Female	43	43	100.00	0.00	67.44
Male	56	56	100.00	0.00	67.86
American Indian or Alaska Native	0	0	0	0	0
Asian	44	44	100.00	0.00	72.73
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	38.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	55.00
White	18	18	100.00	0.00	83.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.00	0.00	41.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92.9%	92.9%	89.9%	88.9%	89.9%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

AUSD Schools greatly benefit from supportive parents, guardians and community members who get involved in a variety of activities. We believe in partnering with our families to create the best school for our students. Families have many opportunities to partner with the school based on parents' schedules and interests. We also partner with our local Community Based Organization and especially our school's Parent Teacher Association (PTA).
We encourage participation in all aspects of the school's program. Here are activities that parents, guardians and community members can engage in throughout the year:

- Volunteering as a Room Parent
- Field Trip Chaperones
- Noon Supervisors

All parent input in decision-making is welcome through the following committees at a school site:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)

Parent input at a district level can happen at, but not limited too:

- Equity Round Tables
- Alameda Mosaic
- Alcance/Latino Achievement Round Table
- Asian and Pacific Islander Round Table
- LGBTQ Round Table
- District English Language Advisory Committee

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	603	599	40	6.7
Female	300	300	14	4.7
Male	303	299	26	8.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	228	228	6	2.6
Black or African American	8	8	3	37.5
Filipino	40	40	2	5.0
Hispanic or Latino	66	64	8	12.5
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	104	104	9	8.7
White	137	136	11	8.1
English Learners	63	63	4	6.3
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	131	128	15	11.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	54	53	13	24.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.15	0.00	0.00	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

To safeguard the well-being of students and staff, a Comprehensive School Safety Plan has been developed and yearly approved by School Site Council and the Board of Education. Each year the school sets goals for the school to continually improve in three areas: School Climate (students, parents, and programs), Emergency Preparedness (disasters and crisis), and School Environment (facilities and campus). The plan addresses various safety issues, including creating procedures that detect and prevent social-emotional barriers/challenges, ensuring appropriate campus supervision, maintaining disaster kits, and monitoring emergency procedures. The plan is reviewed with all staff members at the beginning of each school year. Safety drills are held on a regular basis; fire drills are held monthly, earthquake drills are held two times a year, and intruder/lockdown drills are held at least once a year. Staff members also receive disaster training yearly.

To ensure safety of student; Teachers, staff and administrators supervise students on campus from bell to bell. All Our school is a closed campus, and permission is always required to leave school grounds. Any visitors to the campus are required to check in at the school's main office and must always wear the proper identification badge.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	5	0
1	24	0	3	0
2	23	0	4	0
3	25	0	4	0
4	32	0	3	0
5	31	0	3	0
6	0	0	0	0
Other	7	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16,830.07	$7,128.68	$9,701.39	$85,072.23
District	N/A	N/A	$10,197.69	$88,710
Percent Difference - School Site and District	N/A	N/A	-5.0	-4.2
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	24.2	-2.7

Fiscal Year 2022-23 Types of Services Funded

AUSD Schools are primarily funded by the Local Control Funding Formula (LCFF). These funds are applied toward the cost of salaries, benefits, energy, supplies, technology, training, and all other aspects of school operations. The Alameda Unified School District also receives federal, special education, and other state funding. Our school utilizes funding to provide:

- Response To Intervention (RTI) Universal Blocking
- 1:1 Devices (1st – 12th)
- Targeted supports for servicing students
- Continuous Staff Development
- Social Emotional Supports for all students
- Coordination of Services (COST)
- Positive Behavior Intervention Systems
- Music and Library at the Elementary level
- Electives at the Secondary level

The school also receives additional support from local community partners including the Parent Teacher Association (PTA), Alameda Educational Foundation, and various organizations, businesses, and community groups.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$60,160	$54,190
Mid-Range Teacher Salary	$84,356	$85,111
Highest Teacher Salary	$110,139	$104,999
Average Principal Salary (Elementary)	$140,806	$132,492
Average Principal Salary (Middle)	$150,601	$140,987
Average Principal Salary (High)	$149,703	$153,884
Superintendent Salary	$250,000	$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

Professional Development

Teachers receive professional learning opportunities each year to improve their teaching skills and to extend their knowledge of the subjects they teach. The focus continues to be the implementation of the Common Core State Standards with a focus on math this year and NGSS in science as well as strategies and structures to support all students in meeting these new standards. Besides site-based professional development, our district continues to offer workshops for interested staff and mandatory, ongoing professional development for site administration and its instructional leadership team. Our site-based professional development this year also focuses on our Single Plan for Student Achievement goal. We are developing teachers' capacity to facilitate discussion protocols to build students' academic language and to develop their ability to engage in deeper discussions in order to make a higher level of meaning and knowledge in what they are studying. Teachers have also participated in professional development during weekly collaboration time (Weds 1:00 - 2:00) around the effective implementation of our Response To Intervention (RTI) time. Teacher leaders and our site based instructional coach supports

Professional Development

teachers through a variety of professional learning opportunities with instructional strategies based on areas that they want to develop.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4