

Amelia Earhart Middle 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/fq/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 Middle School
Street	20202 Aptos St.
City, State, Zip	Riverside
Phone Number	951-697-5700
Principal	Sean Browning
Email Address	sbrowning@riversideunified.org
School Website	earhart.riversideunified.org
County-District-School (CDS) Code	California

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

Amelia Earhart Middle School students are given opportunity to experience academic success in a variety of ways. We offer all students enrollment in honors level English Language Arts in 8th grade as well as Accelerated Math in 7th and 8th grade and Spanish 1 (students receive high school credit for Accelerated Math 8 and Spanish 1) courses. Amelia Earhart Middle School is an AVID Demonstration Site. The school-wide AVID Program brings research-based curriculum and WICOR strategies to all students each day throughout all their classes. The students in the AVID elective have the opportunity to further develop organization & study skills as well as critical thinking, literacy, and math mastery across all content areas. Students who need additional help in attaining grade level standards are provided daily instruction through the Multi-tiered System of Supports in all their classes. Additionally, our site currently offers additional academic supports for all subject areas.

Amelia Earhart Middle School likewise has a robust elective program. Visual and Performing Arts classes include art, choir, and band. Career Technical Education options include Project Lead the Way Engineering classes (Design and Modeling & Animation and Robotics) and Digital Arts. Students who wish to increase their knowledge in the Core Content areas can participate in a variety of middle school academic competitions: Science Olympiad, Science Fair, National History Day and Math Counts.

Amelia Earhart Middle School has extra/co-curricular programs to support student success and to ensure a student's connection to school. In addition to band, pep band and choir, students may participate in performing groups such as Spirit Squad. We have a strong Associate Student Body as well as a thriving Where Everyone Belongs (WEB) and No Place for Hate programs. Our Yearbook Club photographically documents each year and puts together one of the very best annuals in RUSD. We have strong participation in middle school sports, and we offer students the chance to participate in volleyball, cross country, basketball, soccer and track and field through out the year. Our Primetime program gives students opportunities

2023-24 School Description and Mission Statement

outside the school day including clubs, athletics, and academic support.

Our goal for this year is to increase the percentage of students demonstrating mastery in all subjects through effective first time instruction focused on grade level content standards. We strive to support the whole student with not only academics but also through socio-emotional supports and positive behavioral intervention systems. Additionally, we encourage all our students to get involved in one of our many extracurricular opportunities outside the normal school day. Our mission at Earhart is to engage students in critical thinking and relevant learning that results in high standards of achievement; we provide inclusive and culturally responsive daily learning activities with the goal of developing students who will positively impact our community. At Earhart we have established our Core Values and Schoolwide Expectations to assist in student success:

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

H - Honesty

A - Achieving Excellence

W - Work Ethic

K - Kindness

S - Serving Others

Schoolwide Expectations

Be Respectful

Be Responsible

Be Kind

Be Safe

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	396
Grade 8	402
Total Enrollment	798

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4%
Male	53.6%
American Indian or Alaska Native	0.1%
Asian	7.3%
Black or African American	7.6%
Filipino	2.1%
Hispanic or Latino	45%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	3.6%
White	32.1%
English Learners	5%
Foster Youth	0.8%
Homeless	0.4%
Socioeconomically Disadvantaged	50.8%
Students with Disabilities	10%

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)	33.30	84.74	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	1.12	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.54	17.00	0.99	12115.80	4.41
Unknown	4.50	11.58	151.80	8.83	18854.30	6.86
Total Teaching Positions	39.30	100.00	1720.00	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)	28.80	85.47	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	3.52	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	2.46	38.00	2.21	11953.10	4.28
Unknown	2.80	8.49	127.00	7.37	15831.90	5.67
Total Teaching Positions	33.70	100.00	1723.70	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	0.00	0.00
Misassignments	0.40	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	1.10

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	1.00	0.80
Total Out-of-Field Teachers	1.00	0.80

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	2.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.6	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

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 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 currently 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.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync McGraw Hill Education Grade 7 (Adopted 2016) StudySync McGraw Hill Education Grade 8 (Adopted 2016)	Yes	0%
Mathematics	Open Up Resources Illustrative Math Grade 7 (Adopted 2018) Open Up Resources Illustrative Math Grade 8 (Adopted 2018) College Preparatory Mathematics Integrated Math I Grade 8 (Accelerated 8) (Adopted 2018)	Yes	0%
Science	Amplify Education Amplify Science Grade 7 (Adopted 2019) Amplify Education Amplify Science Grade 8 (Adopted 2019)	Yes	0%
History-Social Science	Savvas: Medieval and Early Modern Times. myWorld Interactive, Grade 7 (Adopted 2022) Savvas:American History to 1914 myWorld Interactive, Grade 8 (Adopted 2022)	Yes	0%
Foreign Language	Carnegie Learning -Que Chevere - Level 1- Spanish 1 (Adopted 2021) Carnegie Learning - En Voz Alta - Natives Spanish Speakers 1 and 2 (Adopted 2021) Vista Higher Learning Temas (Pre/AP & AP Spanish Language) Grade 7& 8 DLI (Adopted 2021)	Yes	0%
Health	N/A		N/A

Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

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

Riverside Unified School District maintains both short and long-term 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 15 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).

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

Year and month of the most recent FIT report	11/16/2023 - 12/19/2023
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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			EARB13-P14 (Classroom): 4: (D) Carpet is torn (D) Ceiling tiles have holes or stains EARF-605A (Utility): 4: (D) Carpet is torn - and lifting EARH-801A (Utility): 4: (D) Ceiling tiles are missing Notes: missing ceiling tile EARH-802 (Classroom): 4: (D) Walls appear to have hazards from tears and holes Notes : holes in wall and painting need by white board , located by west wall EARJ-904 (Classroom): 4: (D) Ceiling tiles have holes or stains Notes : ceiling tiles stained or damaged EARJ-906 (Classroom): 4: (D) Walls appear to have hazards from tears and holes

School Facility Conditions and Planned Improvements

			<p>Notes ; Whiteboard has several hole in it and need to be replaced EARJ-907 (Classroom): 4: (D) Ceiling tiles are missing</p> <p>Notes : ceiling tiles are ajar and are showing gaps by door EARJ-908 (Classroom): 4: (D) Walls appear to have hazards from tears and holes</p> <p>Notes : a piece of the wall paper on the west wall is missing</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		<p>EARA-106B (Administration): 7: (D) Lighting does not appear to be adequate - Teacher stated that this office is too dark even with all the lights on. EARB4-4 (Classroom): 7: (D) Lighting does not appear to be adequate - 2 light lenses are falling out of the track/bent. EARD-401A (Administration): 7: (D) Unauthorized personal appliances EARD-401B (Administration): 7: (D) Unauthorized personal appliances EARE-501A (Utility): 7: (D) Unauthorized personal appliances 9: (D) Water pressure is inadequate EARE-504 (Classroom): 7: (D) Improper usage of surge protectors or daisy chain of surge protectors 9: (D) Water pressure is inadequate EARF-603 (Classroom): 7: (D) Lighting does not appear to be adequate- Teacher stated that the lighting is too dim in her classroom. EARH-801 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Notes : loose switch plate on east door entrance</p> <p>Notes : stained light lens by wet door</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>EARC-301 (Classroom): 9: (D) Water pressure is inadequate</p> <p>Bubbler missing push button cap EARC-302 (Classroom): 9: (D) Water pressure is inadequate EARC-305 (Classroom): 9: (D) A Leak is evident (D) Water pressure is inadequate EARC-307 (Classroom):</p>

School Facility Conditions and Planned Improvements

			<p>9: (D) A Leak is evident (D) Water pressure is inadequate EARC-308 (Classroom): 9: (D) Water pressure is inadequate EARC-310 (Restroom): 8: (D) Restrooms are NOT fully operational</p> <p>Faucet has low pressure EARD-401 (Classroom): 9: (D) Water pressure is inadequate EARD-402 (Classroom): 9: (D) Water pressure is inadequate EARD-403 (Classroom): 9: (D) A Leak is evident</p> <p>Bubbler missing hardware EARD-404 (Classroom): 9: (D) Water pressure is inadequate (D) A Leak is evident EARD-407 (Restroom): 8: (D) Restrooms are NOT fully operational</p> <p>Left sink faucet runs too long Handicap stall toilet loose at the base EARD-408 (Restroom): 8: (D) Restrooms are NOT fully operational</p> <p>Handicap stall toilet loose at the base EARE-501 (Classroom): 9: (D) Water pressure is inadequate</p> <p>All sinks numbered 1-8 High pressure 1,3 &4 Low pressure 5,7 Leaky faucet 8,6 EARE-501A (Utility): 7: (D) Unauthorized personal appliances 9: (D) Water pressure is inadequate EARE-502 (Classroom): 9: (D) Water pressure is inadequate EARE-503 (Classroom): 9: (D) Water pressure is inadequate EARE-504 (Classroom): 7: (D) Improper usage of surge protectors or daisy chain of surge protectors 9: (D) Water pressure is inadequate EARF-604 (Classroom): 9: (D) A Leak is evident - water leaks onto the counter when you turn it on. EARG-701 (Classroom): 9: (D) Sink basin door is coming loose from the upper hinge</p>
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External:	X		EARHGR-BCOURTS (Courts):

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences			<p>14: (D) Significant cracks, trip hazards, holes or deterioration</p> <p>Notes: the cracks on the outside basket ballcourts that have been previously repaired are sinking and causing tripping hazardous</p> <p>EARHGR-Grounds (Grounds): 14: (D) There are signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets</p> <p>Notes: their are holes in field and several ant hills</p> <p>EARHGR-PARKING L (Parking Lots): 14: (D) Significant cracks, trip hazards, holes or deterioration</p> <p>Notes: their are holes in front parking lot by 200 , close to street</p>
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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)	59	56	46	44	47	46
Mathematics (grades 3-8 and 11)	38	44	30	31	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	789	773	97.97	2.03	55.83
Female	361	348	96.40	3.60	60.52
Male	428	425	99.30	0.70	52.00
American Indian or Alaska Native	0	0	0	0	0
Asian	56	55	98.21	1.79	81.82
Black or African American	63	62	98.41	1.59	50.00
Filipino	17	17	100.00	0.00	82.35
Hispanic or Latino	358	354	98.88	1.12	49.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	37	94.87	5.13	48.65
White	252	244	96.83	3.17	60.25
English Learners	39	34	87.18	12.82	2.94
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	57	57	100.00	0.00	56.14
Socioeconomically Disadvantaged	406	397	97.78	2.22	45.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	80	95.24	4.76	11.25

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	789	780	98.86	1.14	43.59
Female	361	354	98.06	1.94	39.83
Male	428	426	99.53	0.47	46.71
American Indian or Alaska Native	0	0	0	0	0
Asian	56	56	100.00	0.00	85.71
Black or African American	63	63	100.00	0.00	28.57
Filipino	17	17	100.00	0.00	58.82
Hispanic or Latino	358	356	99.44	0.56	35.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	39	100.00	0.00	38.46
White	252	245	97.22	2.78	50.61
English Learners	39	39	100.00	0.00	12.82
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	57	57	100.00	0.00	45.61
Socioeconomically Disadvantaged	406	403	99.26	0.74	33.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	81	96.43	3.57	8.64

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)	35.24	37.66	26.85	27.64	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	401	393	98.00	2.00	37.66
Female	194	189	97.42	2.58	34.92
Male	207	204	98.55	1.45	40.20
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	78.57
Black or African American	32	32	100.00	0.00	31.25
Filipino	--	--	--	--	--
Hispanic or Latino	171	170	99.42	0.58	28.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	32.00
White	133	127	95.49	4.51	42.52
English Learners	15	15	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	25	25	100.00	0.00	56.00
Socioeconomically Disadvantaged	209	206	98.56	1.44	30.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	37	94.87	5.13	10.81

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 7	98.70%	98.70%	98.70%	98.70%	98.70%

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

At Earhart, we know that parents make a positive difference in their student's education and can make a tremendous impact on the well-being of the school in general. In addition to their daily involvement with their child at home, there are several avenues for Earhart parents to express their opinions and to help us to reach our school's goals. Amelia Earhart parents are encouraged to join PTSA, the Parent Advisory Council, our English Learner Advisory Committee (ELAC), the African American Parent Advisory Council and our AVID site team. Additionally, we offer a variety of workshops relevant to parenting issues with young teens per year. There are several other parent nights each year including AVID Parent Nights, Back to School Night and Open House.

The Aeries Parent Portal enables our families to update student information at the start of school and to closely monitor their child's academic progress throughout the school year. This portal allows parents: to see their student's grades in "real time," directly email their student's teachers, and check their daily attendance. All teachers have a Google Classroom that parents are able to receive notification from to see what is happening and keep up on the assignments in their children's classes. A quick link to the Aeries Parent Portal is found in the shortcut menu of our school website, or parents may download the Aeries app and monitor their students using their smartphones.

The following leaders may be contacted through Earhart's main phone number 951-697-5700:

Principal: Sean Browning

Assistant Principal: Michael Gull

PTSA President: Julie Zelaya

Parent Advisory Council: Amanda Chann and Michael Gull

ELAC Coordinator: Denise Rush

2023-24 Opportunities for Parental Involvement

Counselor (7th grade): Trina Orsbun

Counselor (8th grade): Sheila Valcarcel

AVID Coordinator: Denise Rush

WEB Coordinator: Tiffany Gusman

ASB Coordinator: Crystal Edmondson

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	839	826	108	13.1
Female	392	384	61	15.9
Male	446	441	47	10.7
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	59	58	0	0.0
Black or African American	66	65	8	12.3
Filipino	17	17	1	5.9
Hispanic or Latino	382	375	54	14.4
Native Hawaiian or Pacific Islander	4	4	4	100.0
Two or More Races	32	31	8	25.8
White	265	262	32	12.2
English Learners	46	46	6	13.0
Foster Youth	10	9	4	44.4
Homeless	6	6	3	50.0
Socioeconomically Disadvantaged	430	427	59	13.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	88	19	21.6

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	0.43	9.47	7.51	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.12	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.51	0
Female	6.12	0
Male	8.52	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.69	0
Black or African American	12.12	0
Filipino	5.88	0
Hispanic or Latino	7.07	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	12.5	0
White	7.17	0
English Learners	8.7	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	8.37	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.5	0

2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department 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 January 31 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, lockdown, and active shooter/intruder 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; visitors on campus; 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, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	148		
Mathematics	7	139	1	
Science	7	127	1	
Social Science	7	130		

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	17	7	15
Mathematics	22	13	16	9
Science	24	10	9	15
Social Science	22	13	19	6

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	16	18	4
Mathematics	22	15	16	5
Science	24	12	16	5
Social Science	25	10	14	8

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	469.41

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)	1.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
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	8,601.65	1,610.15	6,991.50	103,411.51
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	1.0	6.6
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-1.7	19.1

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

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	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

During the 2021-2022 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 Planning Days for Departments during the school year and other professional growth opportunities sponsored by the School, District, or through Special Projects. Student data from IXL, District Benchmark Tests, and Fastbridge factor into the types of PD required for staff as well as our equity focus. The major topics covered during the in-services are listed below:

Professional Development

1. Instructional Technology - Staff (3-5 Meetings)
2. The use of data to guide instruction - Staff Meeting and Department Time - Ongoing
3. Trauma Informed Practices- (2 days, counselors)
4. Foundations of Gender Inclusive Schools (1 day, admin & counselors)
5. PD for Mandated Reporter/Suicide Prevention Training - Staff Meeting (1 Meeting)
6. EPOCH- Equity/Inclusive training
7. ALICE (Active Shooter) Training (1 meeting)
8. Suicide Awareness Training (1 meeting)
9. Mandated Reporter Training (completed in 1 hour on line)
10. Classroom Management/Student Discipline Strategies in the digital format(1 meeting)
11. Opening School Collaboration planning common lessons and universal expectations (5 meetings)
12. Anti-Defamation League: How to Be and Ally (staff & students/1 day)
13. Book Study: Shattering Inequities by Robin Avelar La Salle (7 Staff meetings)

During the 2022-2023 school year, staff members at Earhart participated in professional development training during Wednesday Planning Days, six Friday Minimum Days, and monthly staff meetings. Many staff members participated in Planning Days for Departments during the school year and other professional growth opportunities sponsored by the School, District, or through Special Projects. Student data from IXL, District Benchmark Tests, and Fastbridge factor into the types of PD required for staff as well as our equity focus. The major topics covered during the in-services are listed below:

1. Instructional Technology - Staff (3-5 Meetings)
2. The use of data to guide instruction - Staff Meeting and Department Time - Ongoing
3. Trauma Informed Practices- (1 day)
4. Foundations of Gender Inclusive Schools (2 days, counselors)
5. PD for Mandated Reporter/Suicide Prevention Training - Staff Meeting (1 Meeting)
6. ALICE (Active Shooter) Training (1 meeting)
7. Suicide Awareness Training (1 meeting)
8. Mandated Reporter Training (completed in 1 hour on line)
9. Classroom Management/Student Discipline Strategies in the digital format(1 meeting)
10. MTSS Liaison Trainings ongoing through the year (Blooket, Pear Deck, On the Spot Intervention, Formative)
11. Anti-Defamation League: How to Be and Ally (staff & students/1 day)
12. Book Study: Hacking School Discipline (Staff meetings)
13. High School Readiness Analysis (1 day)
14. Department Goal Setting w/review of Cycle of Inquiry (1 day per department)
15. MTSS Trainings (6 days)
16. Common Assessment Development and Grading (2 days per department)
17. AVID Training (1 meeting)
18. AEMS Data Sheet Training (1 meeting)
19. College and Career Readiness and a-g requirements (1 day, counselors)
20. Master Schedule Training (2 day- principal)

During the 2023-2024 school year all teachers and staff members will participate in professional development training. Every Wednesday is a collaboration day with early release for students. On these days as well as on our six minimum days, teachers and staff will use this time throughout the year for professional development opportunities. In addition, each month staff participate in leadership meetings, department meetings, job alike meetings and whole staff meetings. Many staff members participated in Planning Days for Departments during the school year and other professional growth opportunities sponsored by the School, District, or through instructional services or special projects. Student data from universal screeners, department common assessments, and district benchmark exams are used to determine the professional development needs of our staff to best support all our students' needs. The major topics to be covered during professional development are listed below:

1. Instructional Technology - Ongoing
2. The use of data to guide instruction - Staff and Department Meeting - Ongoing
3. Trauma Informed Practices- (1 day)
4. Foundations of Gender Inclusive Schools (2 days, counselors)
5. PD for Mandated Reporter/Suicide Prevention Training - Staff Meeting (1 Meeting)
6. ALICE (Active Shooter) Training (1 meeting)
7. Suicide Awareness Training (1 meeting)
8. Mandated Reporter Training (completed in 1 hour on line)

Professional Development

9. School Wide Expectations/PBIS Systems(2 meeting)
10. MTSS Liaison Trainings ongoing through the year (Bi-weekly)
11. Anti-Defamation League: How to Be and Ally (staff & students/1 day)
12. Book Study: Unlearning (Staff meetings)
13. Transcript Analysis (1 day)
14. Department Goal Setting w/review of Cycle of Inquiry (3 days per department)
15. Site Leadership Trainings (4 days)
16. Common Assessment Development and Grading (2 days per department)
17. AVID Training (1 meeting)
18. AEMS Data Sheet Training (1 meeting)
19. College and Career Readiness and a-g requirements (1 day, counselors)
20. Homeless and foster youth training (1 hour)
21. Title 9 compliance training (2 days admin, i day staff)
22. Unpacking Content Standards and Higher Level DOK (1/2 day training)

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	13	14