Amelia Earhart Middle School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

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
Grades Served	7-8
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 (Most Recent Year)

AEMS Mission/Vision Statement:
Earhart students will develop and utilize the knowledge, skills, and attributes necessary to meaningfully interact with an ever-changing global society.
AEMS Common Instructional 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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	453
Grade 8	506
Total Enrollment	959

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	10.1
American Indian or Alaska Native	0.3
Asian	8.1
Filipino	1.9
Hispanic or Latino	28.8
Native Hawaiian or Pacific Islander	1.3
White	42.5
Two or More Races	3.6
Socioeconomically Disadvantaged	31.3
English Learners	2.5
Students with Disabilities	7.7
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	**2014-15**	**2015-16**	**2015-16**
With Full Credential	39	39	38	1855
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	96.0	4.1
All Schools in District	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 10/2015

 The table displays information collected in October 5, 2015 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.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adoption date: 2015

Core Curriculum Area	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 Literature and Language Arts, Course 1; Holt, Rinehart & Winston Supplemental: Holt Handbook, Course 1 ; Holt, Rinehart & Winston Language Arts 8 (Adopted in 2002): Holt Literature and Language Arts, Course 2; Holt, Rinehart & Winston Supplemental: Holt Handbook, Course 2; Holt, Rinehart & Winston Language! (Adopted in 2002) ELD 1, 2, 3 (Adopted in 2009): Scholastic: READ 180/ System 44, Intensive Reading Intervention Program, Adopted September, 2010	Yes	0%
Mathematics	Introduction to Algebra / Introduction to Algebra Concepts (Adopted in 2008) California Mathematics Course 2 – Pre-Algebra; Holt, Rinehart & Winston:Pre-Algebra 8 / Pre-Algebra 8 Concepts (Adopted in 2008) California Algebra Readiness – Volumes 1-4; Holt, Rinehart & Winston: Algebra 1 / Algebra 1 Concepts / Algebra 1B (Adopted in 2008) California Algebra 1; Holt, Rinehart & WinstonGeometry (Adopted in 2008) California Geometry; Holt, Rinehart & Winston	Yes	0%
Science	Life Science, Grade 7 (Adopted in 2007) Life Science; Holt Reinhart & Winston Physical Science, Grade 8 (Adopted in 2007) Focus on Physical Science; McDougal Littell	Yes	0%
History-Social Science	World History, Grade 7 (Adopted in 2006) World History: Medieval to Modern Times: Holt CA Social Studies; Holt, Reinhart & Winston United States History, Grade 8 (Adopted in 2006) United States History: Independence to 1914: Holt CA Social Studies; Holt, Reinhart & Winston	Yes	0%
Foreign Language	Spanish 1 (Adopted in 2004): Ven Conmigo! Holt Spanish Level 1, Holt Reinhart & Winston. Pre-AP Spanish (Adopted 2009) Ven Conmigoi Nuevas Vistas Uno; Holt Reinhart & Winston.	Yes	0%
Visual and Performing Arts	Yes	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1995
Lot Size: 20 Acres
45 Permanent Classrooms
12 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. Earhart Middle School completed their school site inspection on 04/10/15.

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

# of Work Orders = 452
Labor Hours = 1,358.94
Assessed Value of Work = $66,944.66

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 4/10/2015				
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		
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 in which data were collected: 4/10/2015				
	Exemplary	Good	Fair	Poor
Overall Rating		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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	55	43	44
Mathematics	38	33	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	465	456	98.1	22	27	37	14
	8	511	505	98.8	14	27	44	15
Male	7		250	53.8	28	27	35	10
	8		258	50.5	19	27	40	14
Female	7		206	44.3	15	26	38	20
	8		247	48.3	8	27	49	16
Black or African American	7		37	8.0	35	30	24	11
	8		61	11.9	26	34	26	13
American Indian or Alaska Native	7		2	0.4	--	--	--	--
	8		1	0.2	--	--	--	--
Asian	7		37	8.0	11	19	35	35
	8		41	8.0	5	17	46	32
Filipino	7		12	2.6	25	8	33	33
	8		9	1.8	--	--	--	--
Hispanic or Latino	7		125	26.9	28	27	34	11
	8		148	29.0	14	30	46	9

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	7		8	1.7	--	--	--	--
	8		7	1.4	--	--	--	--
White	7		198	42.6	19	28	39	14
	8		209	40.9	12	23	49	16
Two or More Races	7		17	3.7	0	47	41	12
	8		18	3.5	11	22	56	11
Socioeconomically Disadvantaged	7		156	33.5	32	26	34	8
	8		170	33.3	22	36	34	8
Students with Disabilities	7		36	7.7	67	19	14	0
	8		42	8.2	55	31	10	5
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	465	457	98.3	27	33	25	15
	8	511	505	98.8	28	34	22	16
Male	7		250	53.8	31	34	22	12
	8		258	50.5	32	29	21	18
Female	7		207	44.5	23	32	28	17
	8		247	48.3	24	38	23	14
Black or African American	7		38	8.2	42	32	16	11
	8		61	11.9	48	33	10	8
American Indian or Alaska Native	7		2	0.4	--	--	--	--
	8		1	0.2	--	--	--	--
Asian	7		37	8.0	16	27	27	30
	8		41	8.0	7	24	27	41
Filipino	7		12	2.6	25	17	33	25
	8		9	1.8	--	--	--	--
Hispanic or Latino	7		125	26.9	30	38	21	10
	8		148	29.0	34	37	18	10

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	7		8	1.7	--	--	--	--
	8		7	1.4	--	--	--	--
White	7		198	42.6	24	31	27	17
	8		209	40.9	22	35	27	16
Two or More Races	7		17	3.7	24	35	35	6
	8		18	3.5	28	33	33	6
Socioeconomically Disadvantaged	7		157	33.8	40	31	20	9
	8		170	33.3	40	32	18	9
Students with Disabilities	7		36	7.7	75	14	11	0
	8		42	8.2	81	14	2	2
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	89	85	88	56	60	58	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	88
Male	85
Female	90
Black or African American	80
American Indian or Alaska Native	--
Asian	95
Filipino	--
Hispanic or Latino	86
Native Hawaiian or Pacific Islander	--
White	90
Two or More Races	100
Socioeconomically Disadvantaged	55
English Learners	--
Students with Disabilities	84
Foster Youth	--

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
7	18.80	27.70	31.40

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 Parental Involvement State Priority (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 (Most Recent Year)

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.

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 School Site Council, English Learner Advisory Committee, AVID site team and PTSA.

Parents can monitor student progress and academic concerns through the Digital Dashboard, Aeries and Haiku; 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, Carrie Pund
Assistant Principal, Sean Browning
School Site Council, Maria Gunther
ELAC, Elizabeth Sanchez
Counselor (7th grade), Trina Orsbun
Counselor (8th grade), Sheila Valcarcel

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.56	3.50	2.70	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	0.09	0.00	0.10	0.25	0.18	0.22	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	73.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	12	11	16	25	13	18	11	26	10	22	7
Mathematics	27	7	20	11	28	8	14	14	27	8	17	11
Science	31	3	12	17	31	3	12	17	31	3	10	18
Social Science	32	1	10	20	29	6	11	17	30	4	11	17

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 2014-15)

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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6,068	1,017	5,051	82,379
District	N/A	N/A	$4,709	$79,035
Percent Difference: School Site and District	N/A	N/A	-5.4	-3.8
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-16.7	4.2

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

Types of Services Funded (Fiscal Year 2014-15)

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

$8,323 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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,695	$43,165
Mid-Range Teacher Salary	$73,295	$68,574
Highest Teacher Salary	$95,855	$89,146
Average Principal Salary (Elementary)	$119,572	$111,129
Average Principal Salary (Middle)	$126,482	$116,569
Average Principal Salary (High)	$137,354	$127,448
Superintendent Salary	$239,574	$234,382
Percent of Budget for Teacher Salaries	41%	38%
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/.

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

During the 2014-2015 school year, all staff members at Earhart participated in professional development training during Tuesday 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. Engagement Strategies/Multiple Intelligence's
9. Academic Vocabulary
10. Academic Rigor
11. Small Group Instruction
12. Formative and Summative assessments
13. Illuminate Training