

**U.S. Department of Education**  
**2020 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Joy Dean  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Amelia Earhart School  
(As it should appear in the official records)

School Mailing Address 400 Packet Landing Road  
(If address is P.O. Box, also include street address.)

City Alameda State CA Zip Code+4 (9 digits total) 94502-6534

County Alameda

Telephone (510) 748-4003 Fax (510) 523-5837

Web site/URL http://www.https://earhart-alameda.usd-ca.schoolloop.com E-mail jdean@alamedaunified.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Pasquale Scuderi E-mail pscuderi@alamedaunified.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Alameda Unified Tel. (510) 337-7060

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Ms. Mia Bonta  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 4 High schools
  - 0 K-12 schools
- 15 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	78	72	150
1	51	51	102
2	63	42	105
3	56	47	103
4	49	49	98
5	50	46	96
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	347	307	654

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.1 % American Indian or Alaska Native
  - 38.8 % Asian
  - 0.2 % Black or African American
  - 14.2 % Hispanic or Latino
  - 0.1 % Native Hawaiian or Other Pacific Islander
  - 23.3 % White
  - 23.3 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 8%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	53
(4) Total number of students in the school as of October 1, 2018	629
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

6. Specify each non-English language represented in the school (separate languages by commas):

French, Dar, Japanese, Hebrew, Mandarin, Mongolian, Vietnamese, Korean, Cantonese, Toishanesh, Spanish, Portugues, Amharic, Lao

English Language Learners (ELL) in the school: 15 %  
96 Total number ELL

7. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 73

8. Students receiving special education services: 9 %

62 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>25</u> Autism                 | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>4</u> Other Health Impaired                 |
| <u>1</u> Developmental Delay     | <u>12</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance   | <u>17</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 17

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	16
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	98%	97%	98%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 2005

15. In a couple of sentences, provide the school’s mission or vision statement.

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

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III - SUMMARY**

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Amelia Earhart School proudly stands on Bay Farm Island in Alameda, California. 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, 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. We experience both the challenges and advantages of a suburban school operating in an urban school district.

Earhart is the largest elementary school in Alameda. The school has grown from 300 students in 1979 to 654 students today. Our school is ethnically diverse with a balance of Asian, Caucasian and mixed race children representing 82% of our students. Eight other ethnic groups are represented in smaller numbers. 11% of our students receive free lunch. Ninety-six (15%) of our students are English learners.

Our school boasts a well-educated and highly trained staff that works collaboratively and utilizes best practices. Our teachers hold themselves to rigorous standards and seek and share professional development opportunities to provide quality classroom instruction.

All Earhart students are provided a Common Core aligned curriculum in all subject areas. The academic curriculum is balanced with social emotional support through our S.O.A.R! program. A hallmark of education at Earhart School is our Innovative Program integrating music with math, science, engineering and technology and the commitment of our teachers to daily teach science. Teachers extend the science curriculum to include reading, writing, social studies and the performing arts. Supplementing teacher efforts, volunteers assist students with specific standards-based skills. This tutorial remediates skills and challenges high achievers. Earhart teachers believe student achievement is directly related to the professional learning in which they participate. Grade level staff meetings maximize weekly early dismissal time to plan curriculum including: thematic units, differentiated instruction, integrated science lessons. The success of a common core standards-based curriculum requires a variety of research-based teaching methods. On-going teacher collaboration and the examination of student work is practiced by every teacher. Professional development, aligned to the action plans in our SSPSA include extensive collaboration, curriculum development, collegial discussions and coaching.

Our school community is our biggest ally in supporting all students in meeting or exceeding academic standards. Our families support our school because they understand and share our expectations for all children. Within our school, the students with special needs are the core of our planning for student success. Our principal reads and comments on all student report cards and monitors the progress of children not meeting the standards. Our special education specialists collaborate with teachers about strategies to support students. Through the efforts of our entire community, 83 % of our children meet or exceed the standards in ELA and 89% in math. Teachers set the expectation for student achievement, plan and deliver instruction that engages students and utilizes volunteers to achieve this level of success.

Earhart is a school where teachers and families want to be. The generous contributions of our PTA provide extended learning opportunities in science and the arts. Our curricular and enrichment programs provide a strong academic foundation, as well as learning opportunities that promote social and emotional development.

The spirit of volunteerism that our parents and community members embrace defines our school culture and enhances our commitment to excellence. Daily volunteers, many of whom are senior citizens and Coast Guard enlistees, tutor children in reading and math, provide support learning in the classroom and reinforce social skills in the lunchroom and on the playground. Our after-school enrichment program, organized by parents, offers courses that address the needs of the whole child, while gently focusing on academics. As a community, we have recently completed three extensive projects: 1:1 devices for grades 3-5, two science labs and significant outdoor improvements including working gardens and a butterfly garden. These combined efforts achieve our mission to provide educational excellence and a positive and safe learning environment for all students.

Each day as we conclude our Morning Ceremony with the promise, “Today at Earhart School I am soaring to excellence,” children and adults are reminded of our goal each day. The tenacity to follow this aspiration, has been supported by recognition as a National Blue Ribbon School in 2005 and as a California Distinguished School in 2004, 2008, 2012, 2016, 2018 and 2020. Recognition as a National Blue Ribbon School validated to the staff and families that we were on the right path of how to increase achievement for our English Learners. Since 2005 we have continued to refine methods and emphasize front-loading vocabulary and explicitly teaching vocabulary to our EL students and all learners. Teachers, families and our children are partners on the journey to excellence each day. 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. of learning is the best legacy a school can give its students.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

**1a.** Overall approach, which may include overarching philosophy or approaches common across subject areas

Each morning when students enter the campus they are reminded of the path to discovery and challenges that lay ahead by quotes from Amelia Earhart. Earhart herself set the foundation for rigorous standards and a focused effort to meet her goals. Through the efforts teachers and community, 83% of our students meet or exceed ELA standards and 89% meet or exceed math standards. Goals for academic success are defined in a theory of action which specifically explains why we do what we do. A separate theory of action guides our M(STEM) program. What we do each day is rigorously aligned to meeting and exceeding Common Core Standards in all curricular areas. For example, in lieu of holiday parties, teachers and parents create learning centers aligned with the standards. Kindergarten children count, sort and graph Dem Bones at Halloween. First grade participate in Harvest Reading Celebration. Parents and grandparents spread blankets on the grass, enjoy apple cider and listen as students proudly read aloud. At Halloween, 4th and 5th graders conduct experiments on density with pumpkins and predict the number of seeds in different types of pumpkins.

Classroom instructional practices are guided by data and a model of continuous improvement called Cycle of Inquiry. Using data, teachers define a problem statement from student work or formative and summative assessments. As a grade level, teachers identify specific instructional strategies including frequency to address the instruction gap. Implementation and data collection follows with collegial discussion on what strategies to make a part of daily instructional practice. Cycles of Inquiry vary in depth and complexity by grade level and the problem statement. Using this model teachers can define instructional practice gaps at the classroom, grade level or school-wide.

**1b.** Reading/English language arts

Our standards based balanced literacy program The Collaborative Classroom is the foundation for instruction in language arts. Teachers have worked diligently to implement the program while mapping the progression of standards, grade level to grade level and integrating essential skills for students to meet high levels of achievement. The district-adopted program provides instruction in reading/phonics, comprehension and writing. Whole group instruction is supplemented by reading practice at a student's reading level and small group instruction at their reading level. In grades K through 3, teachers have closely examined the standards and aligned their instruction practice to sue the materials with supplemental instruction to provide the rigor our community expects. For example, at kindergarten using the process of back-mapping teachers have identified specific grade level instructional strategies to improve student performance including the teaching of word patterns and consonant substitution and extensive segmenting and blending of phonemes. Kindergarten teachers have also implemented the goal of students writing two independent sentences with two adjectives in each sentence. As part of their Inquiry Cycle they are not only looking at student achievement, but also student enthusiasm to gauge if they are pushing our youngest learners too hard. At first and second grade a close look at the curriculum materials and the needs of our learner, quickly revealed the need for more intensive systematic phonics instruction. Using a Cycle of Inquiry, teachers implemented the SIPPS program and through collection of data made the decision to daily teach this intervention program to all learners. To further support student writing all teachers have integrated weekly expository writing from the science lab experience. Their grade teachers have augmented the adopted program with literature circles and reading novels as a class. Students are thriving and meeting and exceeding the standards while learning to use reading to learn from a strong foundation.

At fourth and fifth grades, teachers rely on novel studies to supplement the reading adoption materials. Students are high engaged reading literature and analyzing text to meet the common core standards. Engagement is high as students read "Holes", "By the Great Horn Spoon", "Wringer", "Chains", and other grade appropriate literature. Most writing is in the genre of response to literature with students supporting their responses with specific examples from the literature. The richness of literature is also a way to build

and support vocabulary instruction. Writing conventions and structure are taught through daily oral language activities. Writing is further supported by written responses integrated into the math curriculum and weekly expository writing reflecting on the science lab.

### **1c. Mathematics**

Common core math was a pedagogical shift for our teachers, parents and the students. After three years of total implementation supported by district provided coaching, our students are thriving and meeting new levels of success. The Eureka math program (based on Engage NY) is our district adopted program. Students learn multiple methods of approaching math thinking and are encouraged to use flexible thinking as they work through problem solving. The depth and rigor of the foundation of number sense is evident as kindergarten children explore the commutative property using artistic representation. First and second grades explore place value with manipulative and with hand drawn pictorial supports. As students move into regrouping numbers the concept seems to flow more concretely due the extensive practice with visual representations. Beginning in first grade students are challenged with sprints or timed quizzes. Teacher have worked diligently to present the concept of a sprint as improving on "your own skills". Some teachers have students create graphs of their scores so the students have a visual "picture" of their own improvement. With the practice of sprints and the foundation of number sense, our teachers see that students are more fluent with number facts, helping the transition to the applied computation students experience in grades 2-5. Strength in literacy is essential in our math curriculum as students must read critically and solve two-step problems beginning in second grade. The concept of multiplication and division taught through arrays is clear to students as they move into the upper grades. At fourth and fifth grade we have chosen to level our math classes. At each grade there are three classes that are all grade-level and standards aligned but vary in the presentation style. Classes also are differentiated in size with the class that relies more strongly on visuals and manipulatives being smaller. Teachers collect continual formative data about instruction and student learning with daily exit tickets and module quizzes and assessments. Using this data, teachers reteach either whole lessons to the class or in small groups. Many aspects of math instruction are supported by our M(STEM) program. Our music teacher and classroom teachers collaborate on music to support learning math facts and concepts while our science teacher integrates grade level instruction into science lab as students measure, calculate and graph results. Our staff has embraced common core math and enjoys seeing our students succeed. Families are supported with videos and parent guides for each lesson. Most of all our children like math and are successful in math!

### **1d. Science**

Our M(STEM) program began with the vision statement: Our vision in the twenty first century of academic excellence includes not only being able to read and do math, but includes a passion for learning as well as for understanding and the application of knowledge in math, science and technology. We also acknowledge the varying degrees of access “All children, given the opportunity and access to high quality, rigorous instruction, the opportunity to apply their learning in application based lessons in math, science and technology, will develop an interest, competence, and confidence that will allow them to excel.” Science instruction at Earhart School is strongly based in this vision. Teachers are committed to teach science daily in their classroom and co-teach with the science teacher weekly in the science lab. Examples of science lessons abound. At the kindergarten level as children study weather, teachers read poetry about rain and clouds. Students predict the number of clouds they might count before going outdoors to count and observe the clouds. Student observation reveals that not all clouds are the same. Upon returning to the classroom, the teacher shows a video about different kinds of clouds and stops the video to highlight the new vocabulary: cirrus, cumulous and stratus. Returning back outside with tally charts, the children tally the different kinds of clouds they see in the sky, sorting their data by cloud attribute. Inside the classroom, using a class chart the children add their tally marks to the chart. The lesson culminates with a song about condensation, evaporation, and precipitation and a standards-based art project on clouds. Lesson extensions include matching cloud pictures to the names on an ipad app and measuring puddles and watching the evaporation throughout the day.

This science lesson at the kindergarten level provides an activity-rich lesson that aligns to the mission and vision by providing opportunities for prediction, observation, data gathering, and new vocabulary in a

kindergarten- friendly format.

Fifth grade students are fascinated with the states of matter. Using a simulation with the students' bodies as manipulatives builds coherence and memory of key concepts when teaching complex concepts such as the effect of phase changes on molecular motion. A video clip of water boiling, freezing, and melting activates the students' prior knowledge. Students are then introduced to learning about "what you don't see" in phase changes. Using a simplistic visual representation of a triangle with the vocabulary first introduced in kindergarten (gas, solid and liquid) at each angle, students are asked for one or two words that describe the phase change. The words are recorded. This graphic format aides students in memorizing the key elements because it is schematic and succinct. After exploring the concept, students bring up the question of matter moving from a solid to a gas without first becoming a liquid. Students talk together and brainstorm examples. Ideas recorded include dry ice and a solid room deodorizer. To simulate the phase changes of matter, students are divided into two groups. One group forms the shape of the matter, and the other becomes the molecules inside the circle of matter. As heat energy is added to the matter, students are asked to dramatize what happens. Slowly the molecules begin to vibrate in place. As more energy is added, the molecules move and begin to bump into each other. As they do, the force changes the shape of the outer circle, representing melting. As even more energy is added, the molecules move faster and eventually molecules break through the outer circle representing the molecules becoming a gas. This science lesson at the fifth grade level provides a simulation lesson that aligns to the mission and vision by providing an opportunity to not only observe, but also to experience the movement of the molecules as heat is added. New vocabulary and concepts are organized clearly into a visual representation of the concept. The skills of observation are modeled to provide the scientific foundation for the child to explore and observe his or her environment beyond the school day.

Each lesson is assessed through the student's note-booking and use of a school designed rubric. Additionally each week students use their notebook to write an expository writing assignment about the lab in their classroom. Again, the writing assignments are assessed with a rubric. Throughout the week, science extension assignments in classrooms are assessed with quizzes, quizlets and culminating tests. While our state has just finished three years of trials on the Science CAASPP at the fifth grade, we were pleased with interim measures showing 85% of the students meeting or exceeding standards.

The vision of our community truly lives for our children each day as they experience and learn science.

#### **1e. Social studies/history/civic learning and engagement**

Our social studies instruction aligned to the NGSS standards is framed around inquiry and is designed to help students understand our past and make sense of our present. In K-1, students are engaged learning about themselves and their place in the community. Kindergartne students learn about their school and that they are part of a large community that cooperates and works together. In first and second grade, students expand their view including community helpers and their roles. Throughout each grade students learn citizenship and the responsibility of living in America. Second graders learn about their family heritage and see themselves as part of the larger word. Third grade students look deeper into the past exploring the early Indians who settled our area. Visiting relics of their life in early California helps understand the past and chart the path to the present. Fourth grade instruction shifts to in-depth learning about California focusing on people who have lived and currently live in our state. Culminating with an interactive "Walk through California," students learn not only the history but the physical attributes of our state. The final inquiry for fourth grades is, "How did the discovery of gold change California?" Reading the novel, *By the Great Horn Spoon*, students investigate the founding of California as a state. In fifth grade, students, explore the United States to 1850. At this grade level, concepts are examined through different perspectives including reading the novels *Woods Runner* chronicling a boy's life during the Revolutionary War and *Chains* giving perspective to slave life in the colonies. Supported by textbooks, research materials and historical fiction students gain perspective about the world they live in.

Student learning is assessed primarily in writing as a response to literature and evaluated on district-adopted rubrics for the genre. Throughout the learning experiences, students write and reflect on their learning as a means of formative assessment. More formal cumulative assessments in fourth and fifth grade include

teacher made quizzes and tests aligned to the curriculum. State CAASPP testing does not include social studies at the elementary level, yet many of the skills assessed in writing are clearly supported by the on-going use of writing as a tool to show learning in the area of social studies.

Service learning is a key element of social studies for students at Earhart School. Beginning in kindergarten as students learn about their community our K students sing at the local assisted living home. We are also proud to be a NOAA Ocean Guardian School. In our third year, we have used their support to clean and restore the coastline of the bay, 100 yards from our school. Our students have “educated” civic leaders as they toured this area, provided classroom instruction to all students. This year we partnered with Regional Parks to add signage to the bay trail. Through this partnership, our students have accepted their responsibility in keeping the bay habitat a healthy ecosystem.

**1f. For secondary schools:**

**1g. For schools that offer preschool for three- and/or four-year old students:**

**2. Other Curriculum Areas:**

The integration of music into our M(STEM) program is the element that distinguishes our program from the plethora of STEM programs. The use of music is engaging but also uses another part of the brain to support learning. At Earhart School music is a part of everyday beginning with all students singing together at Morning Ceremony to classroom content based music and singing in the science lab to weekly time with the music teacher. The depth of this integration is evident when students in science lab exploring erosion with water tables, spontaneously begin singing a song about erosion. The music teacher and each teacher collaborate on a science based musical production. The music teacher teaches the music, and choreography and the classroom teacher practices and stages the performance. Each Fourth grade class begins the year with a production of Geology Rocks aligned to their earth science unit. Productions by each grade level follow aligned to science curriculum. First Graders sing about the planets culminating with “On the Shoulders of Giants.” Second graders produce Bugz. In addition to learning about arachnids and insects, social acceptance is a strong theme. Third grade students are engaged in the Weather Show as they search for the ancient barometer and sing about cloud formations and weather fronts. Fifth grade students choreograph their own performance and delight in producing “The Internal Organ Hall of Fame” and sing about different body systems. The visual arts and technology are integrated with set design and projected backgrounds.

In the last five years the use of technology as a learning tool has taken huge leaps as students readily access 1:1 devices in grades 3-5 and 1:3 devices in grades K-2. All students practice keyboarding skills three times a week. Our Library Media teacher has moved this initiative ahead with extensive instruction weekly on tools that have classroom application from both the Microsoft platform and the Google platform. Integrated into science and literature, students immediately embrace creating a slide show or doing a stop-frame animation project. Coding has been integrated into classroom instruction and is available as an after school enrichment class. Robotics is integrated into science units on construction and engineering.

Visual arts instruction provided by classroom teachers is supported with by-monthly art docent lessons taught by parent and community volunteers. Using the work of the masters, art docent lessons integrate art history and appreciation with creation of project in the artistic genre.

Physical development is a priority for all students through our PE, Motor Fitness and Noon Leagues programs. K-1 students participate weekly in our Perceptual Motor Fitness Program run by volunteers. Many children begin their day at “Walking Club” where students chart laps walked with the yearly goal of walking the distance Amelia Earhart flew on her last flight from Oakland to Honolulu. Parent organized monthly Walk and Roll to school events support our students in developing healthy lifestyles. All students receive 100 minutes weekly of PE with a specialist and their classroom teachers. Activity and skill based instruction integrates both physical and social emotional growth and reinforce our S.O.A.R! expectations daily.

Social emotional learning and character are built through a group of integrated parts. Using our PBIS program S.O.A.R! as the foundation for school expectations, all students learn and internalize expected school behavior in different settings within the school environment. These expectations are taught and retaught three times each year. Kindergarten has a simplified version of the school rules aligned to their six animal rules including the “Bear Rule” which is to be kind by keeping hands and feet to oneself. To support and deepen this work we have worked with Soul Shoppe to provide a series of assemblies and classroom lessons on anti-bullying and conflict resolution. Using the “I Message” and the “Clean-up” are common. Each of our playgrounds have a Peace Path with the steps for students to independently solve a conflict. Classrooms have been introduced to Sean Covey’s The Leader in Me and use the seven habits as a monthly theme. Our district has provided trainings in Restorative Justice and teachers have integrated the tenants into their morning meetings.

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

Through professional learning focusing on growing up in poverty and Isabel Beck’s work on developing and teaching vocabulary, staff gained an understanding of how some of our children are impacted had the desire to look at new strategies to support our at risk learners. We learned that impoverished children come to school knowing 4,000 fewer words! The integration of the two professional development initiatives gave us the foundation for acknowledging and strategically and explicitly teaching vocabulary as a strategy to support and accelerate the learning for our EL, Special Ed and low SES and not yet proficient students.

In an effort to provide a strong vocabulary foundation for children not yet proficient, as a staff we used our Cycle of Inquiry process to design grade level strategies to teach, reinforce and build the vocabulary skills of all of our children while emphasizing the importance of vocabulary for our EL and low SES and other at risk students. Using data, we identified the problem as: “All Earhart children show gaps in vocabulary when compared to total ELA scores. A large percentage of children who are not proficient in language arts are EL students. African-American and special education students comprise another set of non-proficient students. Although vocabulary scores are strong at grades 2 and 3, they drop off at grade 4 and 5.” Using this problem statement, each grade level team collaboratively came up with an “if /then statement” to define their goal, and established an action plan. The question teachers asked, “If content specific strategic vocabulary instruction is provided in each classroom, then will non-proficient students be proficient or progress toward proficiency?”

#### **3b. Students performing above grade level**

In addition to vocabulary instruction, targeted data driven instruction is essential for academic success. For our high achieving students, vocabulary unlocks a new world of understanding in literature. At grades 2-5 these students are offered a Book Club experience three days a week. Enrichment through the Great Books curriculum supports this student group with challenges not always available in the classroom. Small group instruction focuses on high-level vocabulary and inquiry based comprehension in a discussion format. Provided by a credentialed teacher and supported financially by PTA, Book Club is a coveted part of a high achieving student's day! During Book Club, time, the classroom teacher has a reduced class size and teaches in small group remediation base on instructional data. This structure further supports our EL, Students not yet proficient, low SES and sped students with data driven instruction to provide full access to the classroom instruction. High achieving students are also provided challenges and differentiation throughout their classroom learning including a differentiated math experience at grades four and five. Fourth and fifth graders are also offered participation in a parent run after school program, Destination Imagination.

#### **3c. Special education**

Struggles for our special education students become so evident at grades four and five as students struggle to access the classroom literature and language-intensive math program. In addition to the IEP goals and specialized academic instruction provided by special education staff, at grade four, teachers align the vocabulary words by tier and content and explicitly teach words in contextual sentences without ever having

children guess word meanings. At 5th grade teachers teach not only the identified tiered words but work with students on Greek and Latin root words. Data collection by grade levels looked promising, yet the real impact of our focus on vocabulary came with significant student growth evidenced on summative assessments. Each year presents new challenges as at third grade the content and comprehension also shifts from concrete to inferential while language and vocabulary development is still for many students at an intermediate level. Fourth and fifth grade levels continue to identify tier two and three vocabulary and explicitly teach vocabulary. Again, we see from data that vocabulary instruction is a support to our English learners and at risk students. We continue to look at the importance of explicit teaching of vocabulary so all students can access the curriculum. While the work began as an inquiry into a practice to support our EL students in ELA achievement we see the benefits of teaching vocabulary for our at risk and low SES students as well. There is evidence that the vocabulary support extends beyond ELA to added access to all academics. For the targeted students, academic success in math and science is remarkable.

**3d. ELLs, if a special program or intervention is offered**

The action plan for teaching vocabulary strongly supported our EL students and included specific instructional strategies from Isabel Beck's work. At kindergarten, the teachers focused on the social language necessary to access the classroom as well as the tier two vocabulary that would impact comprehension. At grades one, two and three, teachers identified tier two words that would be explicitly taught each week, reinforced daily in the classroom and communicated to families with ideas for building and reinforcing vocabulary at home. At every grade level, teachers identified content specific lists of tier three words students would need to know such as precipitation and photosynthesis. Science content vocabulary as tier three words became a focus to further support the learning and achievement of our EL students in science. We continue to examine and shift the emphasis and extent of the vocabulary work we do. We find that constant vocabulary supports our English learners including explicit instruction, sentence frames and opportunities for structured conversation all support classroom success. The vocabulary is extensive, yet aligned to the ELA curriculum, math lesson, and science and social studies lessons for the week. Classrooms often have not only word walls, but walls of "wonderful words" which emphasized the beauty and richness of our language.

**3e. Other populations (e.g., migrant), if a special program or intervention is offered**

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

They come on foot, by bike and scooter every August and gather anxiously in the multi-use room to get their back-to-school packet and teacher name. However informal, this is the kickoff event as parents reconnect, children introduce themselves to their new teacher and kids organize impromptu games on the playground and climb on the play structure. The sounds of conversation and laughter echo through the halls as the Earhart community eagerly anticipates another successful year.

The whole school demonstrates positive character traits through our belief that a good example is the best teacher. During our daily morning ceremony, a class leads the pledge and patriotic song, and the principal greets us, acknowledges birthdays and informs us of the day's events. Parents and extended family stay for this ritual, fostering the school's relationship with our community. Social emotional lessons are woven into all aspects of our students' day. Our Leader in Me program focuses on a specific skill each month. The skill is highlighted in our parent newsletter and in classrooms. Classroom events such as donating an animal through Heifer Project at 5th grade and 2nd grade making holiday placemats for Meals on Wheels reinforces the skill of caring. Students who struggle with behavior issues receive help from adults in how to use skills learned in Soul Shoppe to avoid peer conflicts. Each fall, each classroom teaches rules and expectations through S.O.A.R! Classroom teaching is followed by student produced videos and fun game-show type assemblies on rules. At lunch recess, our noon supervisors and parent volunteers model and encourage positive behaviors. Lunch supervisors follow a sequence for reminding students of appropriate behavior making expectations consistent and predictable. All children are taught conflict resolution in the classroom and are guided by all adults on campus. It is common to hear children practicing "I Messages" or suggesting a trip to the "Peace Path." We have partnered with the Soul Shoppe program to address anti-bullying and to strengthen the work we do through class meetings, our PBIS S.O.A.R! program and Leader in Me curriculum.

Earhart students find school to be a safe and loving environment where they are listened to by adults and respected by their peers. With these elements in place they can be the best learners finding success at school as they "Soar to Excellence" each day.

### **2. Engaging Families and Community:**

The spirit of engagement and volunteerism that our parents and community members embrace defines our school culture and enhances our commitment to excellence. Daily volunteers, many of whom are senior citizens and Coast Guard enlistees, tutor children in reading and math, provide support learning in the classroom and reinforce social skills in the lunchroom and on the playground. Our M(STEM) program has been not only an element of engagement for our children, but for our families. Parents and our community members have supported M(STEM) as volunteers. Sixty-seven parents assist in the science lab each week as volunteers. Fifty-five parents weekly support classroom instruction as children write expository science paragraphs, create 2nd grade math stories, kinder math contracts or 1st grade math labs. Parents are joined by a cadre of Coast Guard volunteers through a community partnership. The Coasties support teachers and are role models of how M(STEM) can be used in a career. Through a community partnership with East Bay Astronomical Society, members set up telescopes on our yard. Families attend evening star gazing events studying stars and planets. Students and their families come with iPads with the star map app to aide in identification of star constellations.

Families and extended families attend the science musical productions resulting in classroom musicals drawing an audience of nearly 200. M(STEM) Evening Showcase events have become more popular with each event. Attended by 600-1000 people, the three yearly events are each a new opportunity to look into the workings of our M(STEM) Program. We have shared our goals and theory of action through visual presentations and small group explorations in math, science technology and music. For example, one evening's performance began with a vocabulary fashion show. One evening found ninety innovators (5th graders in costume) positioned around the campus ready to share their achievements. Another evening

included an outdoor concert of content-based music with every grade level performing. Small hands-on workshops have included math activities, science investigations taught by students, coding, and exploration on iPad apps. The traditional science fair of parent-student projects has been transformed into student collaborations presented to scientists who come to campus for the day. Partnering with our families to provide engagement and enrichment opportunities beyond the school day and contact with mentors in scientific fields further helps students see how their learning is part of being college and career ready.

### **3. Creating Professional Culture:**

Earhart teachers firmly believe student achievement is directly related to the professional development in which they participate. Every teacher practices ongoing teacher collaboration and the examination of student work. Professional learning, identified by staff, aligned to the action plans in our school plan and incorporate presentations by experts with extensive collaboration, curriculum development, and coaching. Monthly staff meetings and grade level meetings are dedicated to professional learning.

After data identified our low socio-economic students and SPED students as subgroups who were falling behind despite numerous instructional strategies and interventions, our principal and staff members shared learnings from a prior year about growing up in poverty. While few of our students live in extreme poverty, many do not have access to the same resources for academic, social and emotional success. Teachers shared that their childhood, living in poverty had translated to how they were parenting their children who live middle class lives. We realize that like these teachers, many of our families are one generation removed from poverty. This understanding of our community, enhanced how teachers planned for the first month of school and back to school events. For example, K teachers incorporated a time for parents to socialize and make connections with other parents while explicitly teaching how to support their child as a learner.

Professional learning with new curriculum adoptions is a priority when planning for successful instruction for children. Our ELA adoption, was a pedagogical shift and came with difficulty of implementation and instructional gaps. Ongoing professional development based on staff identified topics continues to fine-tune the effectiveness of the program. K teachers redesigned the instruction using a back-mapping practice and included elements that they knew must be in a program to build a strong foundation for literacy. At 1st and 2nd grade, teachers immediately identified that the phonics component was not strong enough to support our learners and integrated a systematic phonics program intended for intervention into daily instruction.

Our site focus on math instruction identifies gaps in student achievement through a system of lesson exit tickets. Using data, teachers with a district math coach participate in Math Talks to refine and augment instruction. Working with math specialist, teachers gain a deeper understanding of mathematical concepts and build skills in presenting developmentally appropriate lessons. Teacher leaders on the site continue to share strategies and coach colleagues to use new strategies and methods.

### **4. School Leadership:**

Collaboration among colleagues is the cornerstone of our standards-based program. Our principal models and facilitates this collaborative style in all aspects of school leadership. She facilitates professional learning with staff and daily models with staff setting and adhering to high standards regarding our work with students. While working collaboratively with teachers, support staff, parents and her own colleagues at the district level, she leads by example with children always at the center of decisions. Key stakeholder groups are clearly included in the shared vision of success for each of our students. As an instructional leader, our principal often facilitates professional learning through collaborative discussions and posing questions. For example in tandem with our science teacher she has worked with teachers to discuss and identify the skills and knowledge critical for student success with NGSS standards. With teachers, the discussion moved beyond teaching collaborative science lessons aligned with the NGSS standards and using curriculum based vocabulary. Discussion resulted in the integration of notebooking and expository writing into the science instruction for all grades. The result of the intensive collaboration in science is evidenced by 86% of our fifth graders scoring proficient CAASP science while the district average is 42%.

Our principal has a “heart” for new teachers and assures that they are supported by their colleagues through

formal and informal collaboration, by the California Induction program and with personalized support from her weekly.

Leadership at Earhart promotes collaboration across grade levels and among colleagues to support curriculum development in the classroom. This philosophy has never been tested as in the current climate of Distance Learning due to COVID-19. Together in Zoom meetings, the entire staff and grade levels in one week identified a common platform and instructional format using Google Classroom and Zoom. Collaboratively teachers have learned these platforms, identified key learning and designed models that will work remotely to provide our students distance learning. Lessons continue and students daily continue to learn. At the end of week one, we even had a virtual “Crazy Hat” spirit day on Flip Grid with teachers and students participating. Children are attending daily Zoom meetings with their teachers. The music teacher and science teacher are having “Office hours” where they interact with groups of children. One parent summed up the first week in an email saying, “Earhart teachers are rocking it! Wow, you are amazing.”

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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A demographic survey of our families showed that 65% were working in technology, finance or science fields. Earhart families see their children's education in these fields as paramount to future success. The big shift was to build and strengthen our capacity as a staff to bring rigorous science instruction to our students daily. Our M(STEM) grant integrates and systemizes daily science instruction with math and the use of technology and music into a cohesive spiraling curriculum. We also must teach this extensive content vocabulary for our ELs and all learners.

A key element to bring the disconnected parts of our curriculum together was to hire a grant-funded science teacher who would co-teach with classroom teachers each week in the labs and provide on-going professional learning. Further collaboration with the music teacher and tech/media specialist provided teachers a clear integration of curriculum. Explicit teaching and modeling of vocabulary at the beginning of every lesson and reinforcing the vocabulary became a key component of our efforts to support achievement for our ELs and for all students. With the addition of the weekly science lab experience, the engagement of hands on investigations gives instructional access to unique populations including our special needs learners, kinesthetic learners and students with limited language skills. In order to have the support of our community we communicate our vision of an integrated system of learning and our yearly theme. The first year theme of Curiosity has been followed by Innovation, Collaboration Conversation and Courage. Each school year begins with an instructional focus on the theme in every classroom and a theme song.

Classroom teachers and the science teacher collaboratively plan lab instruction. Teachers then teach the vocabulary and key concepts in the classroom and communicate these to parents. With the focus on meaningful conversation, parents are encouraged to have a conversation with their child incorporating the new vocabulary. In classrooms, structural supports for learning new vocabulary include a vocabulary instruction routine, video clips and photos, and student partners using the vocabulary in original sentences. Teachers have identified content rich musicals aligned to the grade-level science standards and have committed to the goal of every child performing on stage each year. Our student achievement goals are measurable by student achievement data, yet in many cases more observable in students' passion for their learning. Our students love science!