



# Alta Vista Community Charter School

## 2012-2013 School Accountability Report Card

### Principal

*Patricia Leftridge*

pleftridge@auburn.k12.ca.us  
CDS Code: 31-66787-0126664

### Auburn Union School District

255 Epperle Lane  
Auburn, Ca 95603  
(530) 855-7242

### District Administration

*Laura Grassmann*

lgrassman@auburn.k12.ca.us  
Interim Superintendent

*Monica Williams*

Chief Business Official

*Vicki Van Steenberg*

Director of Special Education

*Stanley Brandl*

Maintenance &  
Operations Manager

*Diane Brooks*

Food Services Manager

### Board of Trustees

*Daniel Berlant, President*

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*Sandra Scott, Trustee*

*Debbie Goodrich, Trustee*

173 Oak Street • Auburn, CA 95603 • (530) 745-1220

### School Profile

Auburn Union School District serves the foothill community of Auburn, located 40 miles northeast of Sacramento on the western slope of the California High Sierra. AUSD educates 2,135 students in grades kindergarten through eighth at three elementary schools, a charter school, and an education center.

The Alta Vista Community Charter School is not a typical neighborhood school. Instead, it is an alternative education hybrid program which means parents have choices in their children's educational program. Some of these choices include:

- Five day in-class program
- Five day home-school program
- Home School program but with the student attending class for enrichment and extracurricular activities
- A combination of in-class and home-school program. For example,
  - 4 days a week in class, 1 day of home school
  - Partial day in class, partial day of home school
  - 3 days a week in class, 2 days of home school

During the 2012-13 school year, Auburn Community Charter School had 97 kindergarten through fifth grade students enrolled at the school. The table illustrates student demographics.

### Discipline & Climate for Learning

Students at Alta Vista Community Charter School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Alta Vista Community Charter School follows a progressive discipline model. Parents and students are informed of school rules and discipline policies through the Code of Conduct in the Student Handbook and through weekly notifications/e-mails.

### Enrollment by Student Group

2012-13

	Percentage
African American	4.1%
American Indian	1.0%
Asian	-
Filipino	-
Hispanic or Latino	17.5%
Pacific Islander	-
White	70.1%
Two or More	4.1%
None Reported	3.1%
English Learners	7.2%
Socioeconomically Disadvantaged	48.5%
Students with Disabilities	9.3%

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	-	-	7	116	154	92
Suspension Rate	-	-	7.2%	5.6%	7.3%	4.3%
Expulsions	-	-	0	3	1	0
Expulsion Rate	-	-	0.0%	0.1%	0.0%	0.0%

### Student Recognition & Extracurricular Activities

Students are encouraged to participate in the school’s additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: STEM (starting November 2013) and Destination Imagination.

The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized during morning assemblies for trimester attendance and grade certificates. There is also a Caughtcha Being Good program.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Alta Vista Community Charter School at (530) 745-1220.

### Class Size

The table indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	11	12	13	11	12	13	11	12	13	11	12	13
By Grade Level												
K	-	-	14	-	-	2	-	-	-	-	-	-
1	-	-	9	-	-	1	-	-	-	-	-	-
2	-	-	16	-	-	1	-	-	-	-	-	-
3	-	-	7	-	-	2	-	-	-	-	-	-
4	-	-	9	-	-	2	-	-	-	-	-	-
5	-	-	7	-	-	2	-	-	-	-	-	-

### School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Regular daily attendance is a priority at the school and student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Auburn Union School District utilizes the ARIES Attendance Program and the Attendance Clerk to follow-up on student absences. After three unexcused absences/tardies, the principal sends letters home.

Students with excessive absences are referred to the School Attendance and Review Board (SARB).

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2010-11	2011-12	2012-13
K	-	-	28
1st	-	-	9
2nd	-	-	16
3rd	-	-	13
4th	-	-	18
5th	-	-	13

### Counseling & Support Staff (School Year 2012-13)

It is the goal of Alta Vista Community Charter School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Alta Vista Community Charter School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	1	0.25
Occupational Therapist	1	As Needed
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	0.6
Speech and Language Specialist	1	0.1
Technology Teacher	1	0.5

Alta Vista Community Charter School provides programs and services to meet student’s needs that are identified in the Individualized Education Plan (IEP). English language learners receive assistance within their regular classrooms.

### Parent Involvement

Alta Vista Community Charter School greatly benefits from its supportive parents. Parents participate in the Buck’s Boosters and Sight Word Busters (a group that goes into classrooms and help with reading fluency and word recognition). Parents also volunteer as art and music docents.

### School Facilities & Safety

Alta Vista Community Charter School is comprised of 9 classrooms, a multipurpose room, staff lounge, computer lab, and a playground. At the time of publication, 100% of restrooms were in good working condition. Facility information is current as of September 2013.

The safety of students and staff is a primary concern of Auburn Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in fall and went to Board March 2013. All revisions were communicated to both the classified and certificated staff. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year. During school hours all visitors and volunteers sign in at the office and wear identification while on campus. All staff members wear picture-ID cards. Staff provides supervision before, during and after school to assist with the safety of our students.

**Cleaning Process**

The principal works with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

**Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 09/23/2013				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)			X	K1, K2, Rooms 3-7, 8-10, 15-16, Motor-room, MPR, Kitchen, Office, & Staff Lounge-HVAC are over 20 years old. Downstairs Boys Bathroom- Sewer lines are old iron pipes has drain problems. Downstairs Girls Restroom, Staff Restroom, Outside Girls and Boys Restrooms - Water pipes are very old and made of iron which are corroded.
Interior			X	Downstairs Girls Restroom, Staff Restroom, Outside Girls and Boys Restrooms - Water pipes are very old and made of iron which are corroded. Rooms 3,4,7, 8,9,10 & 11-Needs new drapes. Room 5, 11- Replace ceiling tiles, many are water stained. Room 10- New ceiling tile. Room 15- Replace ceiling tile. MPR- Cafeteria table is broken. Downstairs Boys restroom- Needs to be repainted. Room 6- Needs new carpet and cover base. Room 7- Needs new carpet.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Room 7- Need new switch plate cover. Motor-room- Lighting is very outdated and needs to be replaced with more energy efficient T-8's.
Restrooms/Fountains		X		Rooms 3,4,5,6,7,8,9,11 & Kitchen-Water pipes are very old and made of iron, which are corroded. Room 7-Low water pressure. Room 9-Needs a new faucet, leaks. Room 10-Faucet leaks. Room 16-Low water pressure, pipes are very old. MPR-Water fountain needs to be changed out.
Safety (Fire Safety, Hazardous Materials)	X			Rooms 15 & 16-No fire extinguisher.
Structural (Structural Damage, Roofs)	X			Room 5- Check the roofs for leaks. Room 8-Shows signs of water damage in the ceiling tiles. Roof has been checked for water damage.
External (Grounds, Windows, Doors, Gates, Fences)		X		Playground-Slide and balance beam needs to be replaced. Both are broken. Room 7a- Fix window latch.

**Adequate Yearly Progress (School Year 2012-13)**

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	No		Yes	
Graduation Rate	N/A		N/A	

## California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	*	*	34	58	59	58	54	56	55
Mathematics	*	*	34	60	57	59	49	50	50
Science	*	*	*	67	74	70	57	60	59
History/Social Science	*	*	*	51	60	65	48	49	49

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC.

The CMA is an alternate assessment based on modified achievement standards in English/language arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations.

CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	58	59	70	65
School	34	34	*	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	31	46	*	*
Pacific Islander	*	*	*	*
White	35	30	*	*
Males	48	41	*	*
Females	21	28	*	*
Socioeconomically Disadvantaged	25	29	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Federal Intervention Program (School Year 2013-14)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI (2013-14)	-	Year 3
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	25.0%

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. **"B" means the school did not have a valid 2012 Base API and will not have any growth or target information.** The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2010	2011	2012
Statewide	-	-	-
Similar Schools	-	-	-
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-	-	B

2013 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	50	703	1,513	826	4,655,989	790
Hispanic or Latino	11	665	351	761	2,438,951	744
White	34	718	1,035	848	1,200,127	853
Socioeconomically Disadvantaged	28	663	831	774	2,774,640	743

## Physical Fitness (School Year 2012-13)

In the spring of each year, Alta Vista Community Charter School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). **As the number of students in the tested grades is less than 10, no data was reported for 2012-13.**

## Instructional Materials (School Year 2013-14)

Auburn Union Elementary School District held a Public Hearing on September 18, 2013, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), 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 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. The table displays information (as of October 2013) about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
K-5	Mathematics	Saxon	2009	Yes	0.0%
K-5	Science	Houghton Mifflin	2008	Yes	0.0%

## Library & Computer Resources

Each classroom has their own book corner and between two and five computers. There are three computer carts with 30 computers each and 55 iPads. A part-time technology teacher staffs the computer lab, which contains 30 computers. Students have been trained on the following software programs: Compass Learning, NWEA MAPS, Accelerated Reader, Accelerated Math, Star Reading, and Typing Web.

## Additional Internet Access/Public Libraries

For additional research materials and internet availability, students are encouraged to visit the public libraries in Placer County, which contain numerous computer workstations. For more information on locations and hours please visit: [www.placer.ca.gov/Departments/Library.aspx](http://www.placer.ca.gov/Departments/Library.aspx).

## Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Auburn Union Elementary offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is lead by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development day topics included training on Common Core, Depth of Knowledge, PLCs, RTI, literacy, SDAIE strategies, Differentiated Instruction, Language Acquisition, Renaissance Learning, and 21st Century Skills.

## Teacher Assignment

Auburn Union Elementary School District recruits and employs the most qualified credentialed teachers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

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.

	Teacher Credential Status			
	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	-	-	8	113
Without Full Credentials	-	-	0	0
Working Outside Subject	-	-	0	0

	Misassignments/Vacancies		
	11-12	12-13	13-14
Misassignments of Teachers of English Learners	-	0	0
Misassignments of Teachers (other)	-	0	0
<b>Total Misassignments of Teachers</b>	<b>-</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	-	0	1

## School Leadership

Leadership at Alta Vista Community Charter School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Leadership duties were assumed by Principal Patricia Leftridge. Principal Leftridge has 24 years of experience in education.

## Highly Qualified Teachers (School Year 2012-13)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2011-12 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

## Teacher & Administrative Salaries (Fiscal Year 2011-12)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2011-12		
	District	State
Beginning Teachers	\$40,401	\$41,327
Mid-Range Teachers	\$57,063	\$63,903
Highest Teachers	\$70,759	\$81,573
Elementary School Principals	\$87,000	\$103,887
Middle School Principals	\$93,430	\$107,439
High School Principals	-	\$102,399
Superintendent	\$109,710	\$155,551
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.0%	41.0%
Administrative Salaries	5.0%	6.0%

### Data Sources

Data within the SARC was provided by Auburn Union School District, retrieved from the 2012-13 SARC template, Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### District Revenue Sources (Fiscal Year 2012-13)

In addition to general state funding, Auburn Union Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- No Child Left Behind/Title I, part A
- Limited English Proficient Programs
- Lottery
- Economic Impact Aid (EIA)
- Peer Assistance and Review (PAR)
- Student Transportation
- State Block Grants
- Instructional Materials
- Safe and Drug-Free Schools and Communities (SDFSC)

Auburn Union Elementary School District currently participates in grant opportunities with such community organizations as the Auburn Police Department and Placer County Sheriff Department (to place a full-time police officer on school campuses) and the Auburn Boys and Girls Club (to provide after school academic and recreational opportunities for students).