



**DISTRICT
ADMINISTRATION**

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MICHELE SCHUETZ**

**ASSISTANT
SUPERINTENDENT
OF BUSINESS AND
FACILITIES,
ROBBIE MONTALBANO**

**DIRECTOR OF SPECIAL
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AUBURN UNION ELEMENTARY SCHOOL DISTRICT

E.V. CAIN

MIDDLE SCHOOL

RANDY ITTNER, PRINCIPAL
150 PALM AVENUE
AUBURN, CA 95603
(530) 885-6106

2006-2007 SCHOOL ACCOUNTABILITY REPORT CARD

MISSION STATEMENT

To develop a sound academic foundation and physical and social skills for each student; provide a positive experience in a secure, supportive environment; and encourage students to become responsible citizens who contribute to the world around them.

DISTRICT & 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 2,229 students in grades kindergarten through eighth at four elementary schools and one middle school.

During the 2006-07 school year, E. V. Cain Middle School had 757 sixth through eighth grade students enrolled at the school. The table illustrates student demographics.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	1.3%
American Indian	1.8%
Asian	2.5%
Caucasian	79.1%
Filipino	0.5%
Hispanic	13.2%
Pacific Islander	0.1%
Multiple or No Response	1.3%

DISCIPLINE & CLIMATE FOR LEARNING

Students at E. V. Cain Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the Student/Parent Handbook, which is sent out at the beginning of the year, the monthly Cat Pause newsletters, webpage, and Connect-Ed (autodialer). School rules are reviewed with students at assemblies and classroom meetings.

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		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	178	303	293	223	337	340
Suspension Rate	19.28%	35.82%	38.71%	8.58%	13.76%	14.64%
Expulsions	5	13	12	5	14	12
Expulsion Rate	0.54%	1.54%	1.59%	0.19%	0.57%	0.52%

EXTRACURRICULAR ACTIVITIES

Students are encouraged to participate in the school's additional academic and extracurricular activities that 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.

Students can participate in lunch time intra-mural sports. The winning teams receive a school t-shirt and are recognized at rallies. Additional extracurricular activities, sports, and programs include:

- E.V. Cain Theatre Company
- Builders Club
- Volleyball (boys & girls)
- Basketball (boys & girls)
- Soccer
- Boys and Girls Club
- Musicals and Plays
- Cross Country
- Flag Football
- Project Fit
- Cycling
- Wrestling
- Softball
- 4H
- Chess
- Photography
- Track

STUDENT RECOGNITION

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. E. V. Cain Middle School holds rallies where students are recognized for Straight A's, Most Improved, sports, band, dance team, and musical participants. Students can also be recognized as the Student of the Month. Other recognitions and awards include:

- Lunch with the Principal
- Valedictorian (eighth grade)
- Wildcat Bucks (trimester drawings for gift certificates and IPOD)
- Perfect Attendance (monthly drawing for gift certificates)

HOMEWORK

E. V. Cain Middle School believes homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned to students on an individual basis by their teachers. The assignments may be nightly, weekly, or for an extended period of time. Nightly homework will never be new work to be learned, but will be reinforcement of work presented in the classroom. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

Boys and Girls Club, in partnership with E.V. Cain Middle School staff, provides Power Hour, a complete after school tutoring program. Power Hour is offered five days a week and teachers are available to help students with math, writing, reading, science, social studies, organization, and study skills.

E.V. Cain Middle School also offers lunchtime tutoring four days a week.

CLASS SIZE

The table indicates the average class size by grade level and subject area, 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			
05	06	07	05	06	07	05	06	07	05	06	07	
By Grade Level												
6th	31	32	32	-	-	-	1	1	1	-	-	1
By Subject Area												
English	29	32	30	2	2	2	51	29	32	5	21	8
Mathematics	30	32	30	1	-	1	23	16	17	5	8	3
Science	29	31	28	3	-	3	26	20	16	1	5	4
Social Science	29	32	29	2	1	3	23	16	16	4	10	6

CURRICULUM DEVELOPMENT

All curriculum development in the Auburn Union Elementary School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

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 E.V. Cain Middle 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. The attendance secretary makes daily phone calls home when a student is absent. E.V. Cain Middle School offers Travel Study, where work packets are sent with the students if they will be gone for five or more school days.

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

	2004-05	2005-06	2006-07
6th	317	253	215
7th	292	308	250
8th	314	285	292

INSTRUCTIONAL TIME

For the 2006-07 school year, E. V. Cain Middle School offered 180 days of instruction, comprised of 169 regular days and 11 minimum days, which are utilized for parent conferences, site-level professional development activities, and grade level instruction planning time. All instructional time exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level

	Minutes Required	Actual Minutes
6th	54,000	55,335
7th	54,000	55,335
8th	54,000	55,335

SCHOOL FACILITIES & SAFETY

E. V. Cain Middle School was originally constructed in 1949 and is currently comprised of 40 classrooms, a multipurpose room/cafeteria, library, gym, a staff lounge, two computer labs, two baseball diamonds, soccer and football fields, and a blacktop with 10 basketball courts. At the time of publication, 100% of restrooms were in good working condition. Facility information is current as of May 2008.

The safety of students and staff is a primary concern of E. V. Cain Middle 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 February 2008 by the School Safety Committee and School Site Council. All revisions were communicated to the 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. The school resource officer is based three days a week on E.V. Cain campus, serves as a member of the Safe School Committee, and attends Site Council and PTC meetings as appropriate. Staff performs duties on the campus before and after school to monitor student behavior and safety issues. Boys and Girls Club, in partnership with E.V. Cain, provides a supervised after school program which includes tutoring and physical activities.

Cleaning Process

The principal works daily with the custodial staff of two 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: 06/13/2007				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks		X		Kitchen/Cafeteria - Rust on elbow of gas pipe.
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)			X	Room 6 - Wall has a hole and plywood covering it up. Classrooms - 9 classrooms have torn carpeting, which will be re-done after summer school.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety		X		Boys & Girls Club Room - Need fire extinguisher.
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation		X		Cain Station - Rodent droppings found outside near Cain Station.
Drinking Fountains (Inside and Outside)		X		Dragilia water fountains - Two fountains have inadequate water pressure.
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds		X		Grounds - Project Fit Cement Block moved, showing holes in ground.
Overall Cleanliness		X		Boys & Girls Club Room - Graffiti. Will be painted.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year the district allocated \$103,748 for the deferred maintenance program. This represents 0.59% of the district's general fund budget.

During the 2007-08 school year, the district's governing board approved the following deferred maintenance projects for the school: new carpet and HVAC.

CONTACT INFORMATION

Parents and community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the E. V. Cain Middle School at (530) 885-6106.

COUNSELING & SUPPORT STAFF

It is the goal of E. V. Cain Middle 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 E. V. Cain Middle School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	1.0
Health Aide	1	1.0
Nurse	1	0.5
Occupational Therapist	1	As Needed
Psychologist	1	1.0
Resource Specialist Program (RSP) Teacher	3	3.0
RSP Aide	3	3.0
SDC Aide	1	1.0
Special Day Class (SDC) Teacher	1	1.0
Speech and Language Specialist	1	1.0
Technology Teacher	1	1.0

E. V. Cain Middle School provides programs and services to meet student's needs that are identified in the Individualized Education Plan (IEP). Students with special needs receive services from the instructional staff through a Learning Lab approach. E.V. Cain Middle School also has a Special Day Class for students with learning handicaps.

GATE students have the option of being in a GATE class or cluster.

Hampton Brown materials are used in the English learner classes for seventh and eighth grade students. An English learner aide works with individual students and small groups of six, seven, and eighth graders in reading and math.

PHYSICAL FITNESS

In the spring of each year, E. V. Cain Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. During the 2006-07 school year, 4.3% of seventh grade students met all six fitness standards.



CALIFORNIA STANDARDS TEST

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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, and Science, for the most recent three-year period, is shown. Summative scores are not shown for Math (grade 8). For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																				
Combined % of Students Scoring at Proficient and Advanced Levels																				
	Language Arts						Math						Science	Social Science						
	6		7		8		6		7		8		8							
	05	06	07	05	06	07	05	06	07	05	06	07	06	07	05	06	07			
All Students																				
School	51	54	58	54	50	54	49	46	41	56	57	52	42	47	32	48	41	38	36	38
District	51	56	58	54	50	56	49	46	41	56	57	53	42	47	34	48	41	38	36	38
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35
Males																				
School	48	55	53	42	47	50	49	36	33	61	61	54	37	47	32	50	45	42	33	40
District	48	57	53	42	47	51	49	36	33	61	61	55	37	47	32	50	45	42	32	40
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36
Females																				
School	54	53	64	64	52	59	49	57	45	50	53	50	47	47	32	46	37	35	41	37
District	55	56	64	64	52	61	49	57	46	50	55	51	48	47	36	46	38	35	41	37
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33
Socioeconomically Disadvantaged																				
School	34	26	38	32	32	27	35	22	20	37	27	35	29	27	13	26	20	23	15	20
District	34	33	38	32	31	31	36	22	20	38	32	36	29	26	18	26	20	24	15	20
State	22	26	27	28	28	31	22	25	26	26	28	28	23	27	27	23	29	17	19	20
Hispanic																				
School	20	17	31	26	28	21	35	15	21	19	19	28	23	25	11	24	21	13	24	24
District	20	23	33	26	28	26	35	15	21	19	26	31	23	25	13	24	20	13	24	24
State	22	26	28	28	28	32	23	25	26	26	29	29	23	28	27	23	28	17	20	21
Caucasian																				
School	55	60	64	57	54	61	52	51	42	60	64	58	45	52	36	50	42	42	40	41
District	55	61	63	56	53	63	51	52	42	60	64	58	45	52	37	50	42	41	40	40
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52
Students with Disabilities																				
School	10	21	18	12	16	15	10	4	8	23	36	18	4	20	12	12	21	9	4	16
District	10	22	26	12	16	17	10	4	8	23	32	23	4	20	10	12	21	9	4	16
State	10	12	12	10	11	12	8	9	10	11	12	12	8	10	9	11	13	9	10	10
English Learners																				
School	0	5	14	13	0	9	17	0	*	5	5	14	13	8	0	0	*	0	0	*
District	0	5	17	13	0	9	17	0	0	5	5	17	13	8	0	0	0	0	0	0
State	7	8	9	9	9	10	6	6	6	13	14	14	11	13	13	9	12	5	6	6

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

FEDERAL INTERVENTION PROGRAM

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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

CAT/6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

ADEQUATE YEARLY PROGRESS

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.

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.

INSTRUCTIONAL MATERIALS

Auburn Union Elementary School District held a Public Hearing on September 12, 2007, 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 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 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.

CAT/6 Norm Referenced Test

	% At or Above 50th Percentile					
	Reading			Math		
	7			7		
	05	06	07	05	06	07
All Students						
School	69	55	53	68	65	62
District	69	55	54	68	65	63
State	46	46	47	49	50	51
Males						
School	60	52	50	66	69	61
Females						
School	77	57	57	70	62	62
Socioeconomically Disadvantaged						
School	55	38	28	45	47	36
Hispanic						
School	45	25	21	45	33	24
Caucasian						
School	73	58	61	72	71	69
Students with Disabilities						
School	19	28	22	19	28	26
English Learners						
School	33	0	13	20	8	9

Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

API School Results

	04-05	05-06	06-07	2007 API Growth Score
	Statewide Rank	8	8	
Similar Schools Rank	6	2	1	
All Students				
Actual Growth	13	2	-19	752
Socioeconomically Disadvantaged				
Actual Growth	23	-20	-20	640
Caucasian				
Actual Growth	13	7	-16	774

The district is currently piloting new textbooks in mathematics and science and will adopt the books in the 2008-09 school year. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials currently (as of May 2008) used at the school.

LIBRARY INFORMATION

The school's library provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a regular basis with their classes and are encouraged to visit during lunch.

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.

COMPUTER RESOURCES

All classrooms have two computers that are connected to the Internet. E. V. Cain Middle School also has two computer labs with 30 computers in each. One computer lab is staffed by a teacher and the other lab is open to all teachers to bring their class in. Computer skills and concepts are integrated throughout standard curriculum.

PARENT INVOLVEMENT

Parental involvement is available through our school's Parent-Teacher Club which has regular meetings and many opportunities to assist students and staff. Parents provide great support at E.V. Cain Middle School. The PTC and parent volunteers give assistance in many areas: financial support to teachers, help with field trips, classroom activities, end of the year activities, book fair, assemblies, drama productions, and classroom volunteers. The PTC focus the past three years has been technology. They have provided a new computer and printer for every classroom and hired a Web-master to maintain and update information daily. They have provided great support to our students and staff. The School Site Council oversees the School Site Plan and addresses the areas of academics, school safety, and intervention programs.

E.V. Cain Middle School also benefits from partnerships with the Auburn Education Foundation, Mother Lode Foundation, Kiwanas, and Rotary Club.

TEACHER ASSIGNMENT

Auburn Union Elementary School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, E. V. Cain Middle School had 34 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

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.

Misassignments/Vacancies

	05-06	06-07	07-08
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	0	0
Vacant Teacher Positions	0	0	0

HIGHLY QUALIFIED TEACHERS

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 2006-07 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.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
6th-8th	English/ Language Arts	Holt	2003	Yes
6th-8th	History/Social Science	Holt	2007	Yes
7th-8th	Mathematics	Glencoe	2001	Yes
7th-8th	Mathematics	Prentice Hall	2001	Yes
6th	Mathematics	Saxon	2001	Yes
6th-8th	Science	Prentice Hall	2007	Yes

Computer Resources

	04-05	05-06	06-07
Computers	122	34	119
Students per computer	7.6	24.9	6.4
Classrooms connected to Internet	42	34	119

Teacher Credential Status

	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	38	35	34	120
Without Full Credentials	1	0	0	0
Working Outside Subject	0	1	2	2

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.00%	0.00%
District	100.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

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.

SCHOOL LEADERSHIP

Leadership at E. V. Cain Middle is a responsibility shared between district administration, the principal, instructional staff, students, and parents. For the past year, leadership duties were assumed by Principal Randy Ittner. Mr. Ittner has 20 years of experience in education with positions as a teacher and assistant principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: Principal's Advisory Committee, Leadership Team, STAR Test Committee, Grade Level Teams, Discipline Committee, School Site Council, and Parent Teacher Club.

DATA SOURCES

Data within the SARC was provided by Auburn Union Elementary School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). 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 the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

SCHOOL SITE TEACHER SALARIES

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$56,595
District	\$56,678
Percentage of Variation	0.15%
School & State	
All Elementary School Districts	\$58,519
Percentage of Variation	3.29%

TEACHER & ADMINISTRATIVE SALARIES AS A PERCENTAGE OF TOTAL BUDGET

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 Web site (www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$36,825	\$38,159
Mid-Range Teachers	\$52,012	\$59,148
Highest Teachers	\$65,498	\$73,514
Elementary School Principals	\$79,300	\$91,903
Middle School Principals	\$83,045	\$95,855
Superintendent	\$100,000	\$132,994
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.3%	41.6%
Administrative Salaries	4.8%	5.9%

EXPENDITURES & SERVICES FUNDED

Auburn Union Elementary School District spent an average of \$7,239 to educate each student (based on 2005-06 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,008
From Restricted Sources	\$670
From Unrestricted Sources	\$3,338
District	
From Unrestricted Sources	\$799
Percentage of Variation between School & District	317.77%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	32.47%

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
- GATE
- School Improvement Program (SIP)
- Economic Impact Aid/State Compensatory Educ. (EIA/SCE)
- Peer Assistance and Review (PAR)
- Tobacco Use Prevention (TUPE)
- School-Based Coordinated Program (SBCP)
- School Safety/Violence Prevention Act (AB1113)
- Safe and Drug-Free Schools and Communities (SDFSC)

In addition, Auburn Union Elementary School District currently participates in grant opportunities with such community organizations as the Auburn Police 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).