



**DISTRICT  
ADMINISTRATION**

**SUPERINTENDENT,  
MICHELE SCHUETZ**

**ASSISTANT  
SUPERINTENDENT  
OF BUSINESS AND  
FACILITIES,  
DOUGLAS CRANCER**

**DIRECTOR OF SPECIAL  
EDUCATION,  
JULIE KEHOE**

**OPERATIONS  
MANAGER,  
STANLEY BRANDL**

**FOOD SERVICES  
MANAGER,  
DIANE BROOKS**

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**AUBURN UNION ELEMENTARY SCHOOL DISTRICT**

**E. V. CAIN**

**MIDDLE SCHOOL**

RANDY ITTNER, PRINCIPAL

150 PALM AVENUE  
AUBURN, CA 95603  
(530) 823-6106

**2008-2009 SCHOOL ACCOUNTABILITY REPORT CARD**

**MISSION STATEMENT**

We will provide a comprehensive program and supportive environment that guides all students to realize their highest potential.

**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 2,135 students in grades kindergarten through eighth at three elementary schools and one middle school.

During the 2008-09 school year, E. V. Cain Middle School had 668 sixth through eighth grade students enrolled at the school. The table illustrates student demographics.

**Student Enrollment by Ethnic Group**

2008-09

	Percentage
African American	1.3%
American Indian	1.3%
Asian	1.6%
Caucasian	75.0%
Filipino	1.5%
Hispanic or Latino	17.4%
Pacific Islander	0.1%
Multiple or No Response	1.6%

**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, touching bases, webpage, and Alert Now(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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	293	174	124	340	239	160
Suspension Rate	38.7%	24.2%	18.6%	14.6%	10.7%	7.5%
Expulsions	12	3	9	12	3	9
Expulsion Rate	1.6%	0.4%	1.3%	0.5%	0.1%	0.4%

**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:

- Boys and Girls Club
- Musicals and Plays
- Cross Country
- Flag Football
- Project Fit
- Cycling Club
- Wrestling
- Softball
- Soccer
- Chess
- Photography
- Track
- Builders Club
- Volleyball (boys & girls)
- Basketball (boys & girls)
- Drama Club

## 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:

- Valedictorian (eighth grade)
- Wildcat Bucks (trimester drawings for gift certificates and IPOD)
- Perfect Attendance (trimester 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. The school also has a Zap Program. In the Zap Program students who regularly do not complete their homework do so before they eat their lunch at lunch time.

## 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.

## CLASS SIZE

The table indicates the average class size by 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		
	07	08	09	07	08	09	07	08	09	07	08	09
6	32	31	29	-	-	-	1	1	1	1	1	-
English	30	24	22	2	8	13	32	21	10	8	3	7
Mathematics	30	26	25	1	5	7	17	15	16	3	5	3
Science	28	27	27	3	2	5	16	21	15	4	3	2
Social Science	29	30	29	3	-	2	16	20	13	6	2	7

## 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

	2006-07	2007-08	2008-09
6th	215	221	187
7th	250	246	229
8th	292	251	252

## INSTRUCTIONAL TIME

For the 2008-09 school year, E. V. Cain Middle School offered 180 days of instruction, comprised of 167 regular days and 13 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	54,552
7th	54,000	54,552
8th	54,000	54,552

## 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. E.V. Cain Middle School recently re-seeded the field, redid the blacktop and realigned the basketball courts, and resealed the bathroom floors. At the time of publication, 100% of restrooms were in good working condition. Facility information is current as of October 2009.

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 March 2009 by the School Safety Committee, police, fire department, 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 three 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: 10/07/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)			X	Campus - Cosco fire is working on repairing main fire panel.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

### 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 2009-10 school year the district allocated \$191,500 for the deferred maintenance program. This represents 1.2% of the district's general fund budget. Deferred maintenance projects approved for this school include: classroom lighting, floor covering, paving, and HVAC system.

During the 2008-09 school year, the district's governing board approved the following deferred maintenance projects for the school: Electrical, painting projects, and HVAC.

### CONTACT INFORMATION

Parents or 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) 823-6106.

### 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.

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.

Pearson Longman 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. The table lists the support service personnel available at E. V. Cain Middle School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
English Learner (EL) Instructional Assistant	1	0.5
Health Aide	1	1.0
Intervention Specialist Aide	3	3
Nurse	1	0.5
Occupational Therapist	1	As Needed
Psychologist	1	1.0
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	3	2.0
SDC Aide	2	2.0
Special Day Class (SDC) Teacher	1	1.0
Speech and Language Specialist	1	1.0
Technology Teacher	1	1.0

### PARENT & COMMUNITY 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.

### 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. E.V. Cain Middle School has a brand new fitness room for student use. During the 2008-09 school year, 33.3% 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, Science, and Social Science for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	50	55	61	53	53	58	43	46	50
Mathematics	43	51	53	56	58	59	40	43	46
Science	41	58	62	45	56	63	38	46	50
History/Social Science	38	40	52	38	41	52	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	75	67	*	*
Filipino	*	*	*	*
Hispanic or Latino	28	24	43	30
Pacific Islander	*	*	*	*
Caucasian	68	60	67	57
Males	58	54	61	52
Females	64	52	62	52
Socioeconomically Disadvantaged	47	31	44	30
English Learners	2	4	*	*
Students with Disabilities	21	15	17	11
Migrant Education	*	*	*	*

\*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 (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	7	6	7	
Similar Schools Rank	1	1	1	
All Students				
Actual Growth	-19	25	35	819
Socioeconomically Disadvantaged				
Actual Growth	-20	35	40	727
Caucasian				
Actual Growth	-16	31	35	845

## 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.

## 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.

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	Yes	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in Mathematics, Reading, Science, Writing, the Arts, Civics, Economics, Geography, and U.S. History.

Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

**NOTE:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students					
	Participation Rate				
	State		National		
	SD	ELL	SD	ELL	
Reading 2007 Grade 4	74	93	65	80	
Reading 2007 Grade 8	78	92	66	77	
Math 2009 Grade 4	79	96	84	94	
Math 2009 Grade 8	85	96	78	92	

## LIBRARY INFORMATION

The school's library provides a 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](http://www.placer.ca.gov/Departments/Library.aspx).

## COMPUTER RESOURCES

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

Computer Resources			
	06-07	07-08	08-09
Computers	119	119	145
Students per computer	6.4	6.0	4.6
Classrooms connected to Internet	36	36	36

## INSTRUCTIONAL MATERIALS

Auburn Union Elementary School District held a Public Hearing on September 23, 2009, 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*. Core subject textbooks and instructional materials are provided for each student, including English learners. Standards-aligned texts and materials are reserved both 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials currently (as of September 2009) used at the school.

### District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/ Language Arts	Holt	2003	Yes	0.0%
7th-8th	Health	Glencoe	2009	Yes	0.0%
7th-8th	History/Social Science	Holt	2007	Yes	0.0%
6th	History/Social Science	Pearson/ Prentice Hall	2007	Yes	0.0%
8th	Mathematics	Glencoe	2009	Yes	0.0%
6th	Mathematics	Holt	2009	Yes	0.0%
7th	Mathematics	UCLA Math	2009	Yes	0.0%
6th-8th	Science	Prentice Hall	2007	Yes	0.0%

## TEACHER ASSIGNMENT

Auburn Union Elementary School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, E. V. Cain Middle School had 32 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

### Teacher Credential Status

	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	34	33	32	105
Without Full Credentials	0	0	0	3
Working Outside Subject	2	0	0	0

### Misassignments/Vacancies

	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

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.

## 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.

### 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	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

## 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:

- Professional Learning Communities
- Essential Outcomes
- Interventions
- Response to Intervention
- Data Driven Dialogue
- Benchmark assessments
- Flexible grouping with small group instruction

## 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 three years, leadership duties were assumed by Principal Randy Ittner. Mr. Ittner has 23 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, Department 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 2008-09 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.

## 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](http://www.cde.ca.gov)).

## 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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$64,500
District	\$65,636
Percentage of Variation	1.73%
School & State	
All Elementary School Districts	\$63,421
Percentage of Variation	1.70%

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 Programs
- 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).

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$40,401	\$41,031
Mid-Range Teachers	\$57,063	\$63,366
Highest Teachers	\$70,759	\$80,596
Elementary School Principals	\$87,000	\$100,937
Middle School Principals	\$92,000	\$105,066
High School Principals	-	\$106,534
Superintendent	\$109,710	\$147,438
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.0%	41.0%
Administrative Salaries	5.0%	6.0%

## EXPENDITURES & SERVICES FUNDED

Auburn Union Elementary School District spent an average of \$7,601 to educate each student (based on 2007-08 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	\$5,321
From Restricted Sources	\$1,186
From Unrestricted Sources	\$4,135
District	
From Unrestricted Sources	\$5,402
Percentage of Variation between School & District	23.45%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	24.98%