



AUBURN UNION ELEMENTARY SCHOOL DISTRICT

AUBURN ELEMENTARY SCHOOL

ANDREW HINDS, PRINCIPAL
11400 LARIAT RANCH ROAD
AUBURN, CA 95603
(530) 885-1958

2006-2007 SCHOOL ACCOUNTABILITY REPORT CARD

DISTRICT ADMINISTRATION

SUPERINTENDENT,
MICHELE SCHUETZ

ASSISTANT
SUPERINTENDENT
OF BUSINESS AND
FACILITIES,
ROBBIE MONTALBANO

DIRECTOR OF SPECIAL
EDUCATION,
JULIE KEHOE

OPERATIONS
MANAGER,
STANLEY BRANDL

FOOD SERVICES
MANAGER,
DIANE BROOKS

BOARD OF TRUSTEES

LINDA BEASLEY,
PRESIDENT
CLARK GEHLBACH,
SECRETARY
LYNN HARGROVE,
TRUSTEE
SHANA MCDONALD,
TRUSTEE
CHUCK HEISLEMAN,
TRUSTEE

MISSION STATEMENT

Our school mission is to provide students a quality education in a safe and caring learning environment.

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 2,322 students in grades kindergarten through eighth at four elementary schools and one middle school.

During the 2006-07 school year, Auburn Elementary School had 525 kindergarten through fifth grade students enrolled at the school. The table illustrates student demographics.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	1.9%
American Indian	1.5%
Asian	2.1%
Caucasian	83.6%
Filipino	2.9%
Hispanic	6.5%
Pacific Islander	0.0%
Multiple or No Response	1.5%

DISCIPLINE & CLIMATE FOR LEARNING

Students at Auburn Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The school discipline plan focuses on the positive with incentives for making good choices. Logical consequences are in place to change inappropriate behavior and students are held responsible for their actions. Student safety is a primary concern and students are taught not to do anything to hurt anyone either physically or emotionally. The school's goal is for students to become responsible and productive citizens. Parents are informed of school rules and discipline policies through the School Handbook, which is sent out at the beginning of the year and at Back to School Night. School rules are reviewed with students in the beginning of the year during an assembly.

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	26	23	14	223	337	340
Suspension Rate	4.77%	4.36%	2.67%	8.58%	13.76%	14.64%
Expulsions	0	1	0	5	14	12
Expulsion Rate	0.00%	0.19%	0.00%	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. Extracurricular activities, sports, and programs include:

- Jog-a-thon
- School Service Club
- Student Council
- Cross Country
- Chorus
- Passport to Fun Reading

STUDENT RECOGNITION

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. The Panther Paw Program, where students receive a paw for good behavior. On Friday's students with Paws receive a special treat at lunch and can enter a drawing for a gift card. At the end of the trimester Auburn Elementary School holds an awards assembly to honor top academic students. Auburn Elementary School also rewards students with Perfect Attendance. Students are recognized monthly with treats and having their name posted on a bulletin board in the multipurpose room. Students with Perfect Attendance and Excellent Attendance (95%) are recognized at the end of the year assembly.

HOMEWORK

Auburn Elementary 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.

Tutoring is offered to students before school and during the school day with a paraprofessional. Students are also pulled in to the Learning Center for additional help.

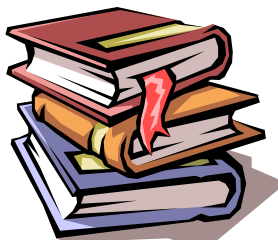
CURRICULUM DEVELOPMENT

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 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					
	05	06	07	05	06	07	05	06	07	05	06	07
K	20	19	20	5	4	4	-	-	-	-	-	-
1st	20	20	19	3	4	4	-	1	-	-	-	-
2nd	20	19	19	3	3	5	-	-	-	-	-	-
3rd	20	24	23	5	2	3	-	1	1	-	-	-
4th	33	32	33	-	-	-	-	2	-	2	-	1
5th	32	30	26	-	-	-	2	2	4	-	-	-
K-3	19	20	20	3	3	1	-	-	-	-	-	-
4-8	32	29	-	-	-	-	1	1	-	-	-	-



CLASS SIZE REDUCTION

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Auburn Elementary School began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

CSR Participation			
	2004-05	2005-06	2006-07
K	100%	100%	100%
1st	100%	80%	100%
2nd	100%	100%	100%
3rd	100%	67%	75%
K-3	100%	100%	100%

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 Auburn Elementary 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 Elementary School 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			
	2004-05	2005-06	2006-07
K	101	78	81
1st	89	103	80
2nd	81	85	99
3rd	111	73	82
4th	80	117	66
5th	83	72	111

SCHOOL FACILITIES & SAFETY

Auburn Elementary School was originally constructed in 1995 and is comprised of 21 classrooms, a multipurpose room/cafeateria, library, staff lounge, staff workroom, computer lab, science lab, two special day classrooms, counselor room, and a playground. 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 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 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. All staff members wear picture-ID cards. Staff provides supervision before, during and after school to assist with the safety of our students. We have a D.A.R.E. officer who teaches drug and alcohol education to 5th graders and she continually supports all students and is visible on campus on a regular basis.

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: 6/11/2007				
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 - Stove pilot light on.
Mechanical Systems	X			
Windows/Doors/ Gates/Fences (Interior and Exterior)		X		Room 2 - Broken window seals. Room 5 - Window seals are broken.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)		X		Room 2 - Base molding around sink missing. Water damage on ceiling tiles. Room 1 - Ceiling tiles have water damage. K-1 - Ceiling tiles have water damage.
Hazardous Materials (Interior and Exterior)	X			School Buildings - HAZMAT is electrical room.
Structural Damage		X		Gym - Cracked tiles. Boys Restroom - cracked floor tiles.
Fire Safety	X			Kitchen - Ausual fire system.
Electrical (Interior and Exterior)	X			School Buildings - Outlet covers cracked. Changing lighting system.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)		X		Playground - On blacktop, water appears a little sandy at first. Room 29 - Water faucet will not tighten down.
Restrooms	X			Girls bathroom - First sink water keeps running.
Sewer	X			Custodian Room - Room will drain when it rains. Check gutters.
Roofs (observed from the ground, inside/ outside the building)	X			
Playground/School Grounds	X			Playground - Need more fall material.
Overall Cleanliness	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 2007-08 school year the district allocated \$103,748 for 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: fire system upgrade, painting, 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 Auburn Elementary School at (530) 887-1958.

INSTRUCTIONAL TIME

For the 2006-07 school year, Auburn Elementary 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
K	36,000	37,410
1st	50,400	53,600
2nd	50,400	53,600
3rd	50,400	53,600
4th	54,000	55,335
5th	54,000	55,335

COUNSELING & SUPPORT STAFF

It is the goal of Auburn Elementary 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 Auburn Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Computer Technician	1	0.5
Counselor	1	0.2
Health Aide	1	0.5
Instructional Aides	8	As Needed
Learning Center Teacher	2	1.5
Library Technician	1	0.4
Nurse	1	0.2
Occupational Therapist	1	0.2
Psychologist	1	0.7
Speech and Language Specialist	1	1.0

Auburn Elementary School provides programs and services to meet student's needs that are identified in the Individualized Education Plan (IEP). The Learning Center serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. Students attend the Learning Center to receive one-on-one or small group instruction.

Auburn Elementary School offers Gifted and Talented Education (GATE) program to students who qualify in grades four and five. GATE students are clustered into classrooms and receive differentiated instruction.

English language learners receive assistance within their regular classrooms.

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, and 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)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts												Math												Science		
	2			3			4			5			2			3			4			5			5		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students																											
School	44	58	49	43	45	55	61	67	54	67	57	64	53	65	73	63	68	68	59	71	63	59	72	74	56	45	56
District	43	57	51	41	44	54	61	61	60	58	58	54	57	64	62	61	63	68	60	67	65	48	64	66	44	40	51
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	35	56	47	41	42	48	53	66	47	66	51	65	50	68	82	73	68	65	60	74	61	63	71	78	51	60	67
District	37	55	49	39	37	46	55	62	51	54	52	57	56	66	66	69	59	68	60	72	64	49	61	71	44	48	59
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	53	62	52	45	50	63	73	69	62	68	63	63	58	62	65	54	68	70	57	67	66	55	73	69	59	27	44
District	49	59	53	43	50	62	68	60	71	61	64	53	58	63	59	52	65	66	61	62	67	47	67	61	43	31	41
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Socioeconomically Disadvantaged																											
School	7	41	21	16	26	48	35	42	24	27	48	44	21	43	53	36	53	61	52	48	52	33	57	53	13	29	53
District	22	41	27	18	24	45	45	40	44	37	51	34	41	42	38	42	45	62	51	46	59	33	53	46	21	28	40
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22
Caucasian																											
School	46	62	52	46	50	54	64	67	56	67	59	65	59	68	76	68	66	70	61	72	60	61	71	75	54	46	55
District	49	62	58	47	55	60	65	65	69	63	62	61	64	71	70	69	67	75	63	74	67	52	68	72	47	45	55
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58

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.

PHYSICAL FITNESS

In the spring of each year, Auburn Elementary School is required by the state to administer a physical fitness test to all students in grade five. 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, 58.0% of fifth grade students met all six fitness standards.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading						Math					
	3			3			3			3		
	05	06	07	05	06	07	05	06	07	05	06	07
All Students												
School	52	58	59	64	59	63						
District	51	53	60	67	64	69						
State	36	37	38	55	55	56						
Males												
School	52	54	58	70	59	73						
Females												
School	52	62	61	57	59	54						
Socioeconomically Disadvantaged												
School	20	37	48	36	53	61						
Caucasian												
School	54	62	60	68	60	66						

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.

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.

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.

INSTRUCTIONAL MATERIALS

Auburn Union Elementary School District held a Public Hearing on September 12, 2007, and determined that each school within the district has 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 State 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 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.

API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	7	7	8	
Similar Schools Rank	2	1	3	
All Students				
Actual Growth	11	38	-7	825
Socioeconomically Disadvantaged				
Actual Growth	-25	55	-8	747
Caucasian				
Actual Growth	8	30	-7	830

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%

Adequate Yearly Progress (AYP)

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

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes
K-5	History/Social Science	Houghton Mifflin	2006	Yes
K-5	Mathematics	Saxon	2001	Yes
K-5	Science	Harcourt	2001	Yes

LIBRARY INFORMATION

The school's library, staffed by a part-time library clerk, 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 weekly basis with their classes and are encouraged to visit before and after school.

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 between one and five computers that are connected to the Internet. Auburn Elementary School also has a computer lab with 33 brand new computers. The computer lab is staffed by a part-time computer technician. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

Computer Resources			
	04-05	05-06	06-07
Computers	30	103	102
Students per computer	18.2	5.1	5.1
Classrooms connected to Internet	30	25	80

PARENT INVOLVEMENT

Parental involvement is through the school's Parent-Teacher Club (PTC), which has regular meetings and many opportunities to assist students and staff. The PTC is very active and supportive of the students and staff at Auburn Elementary. They are involved in the following programs: Art Docent, Passport Reading, Mileage Club, Jog-A-Thon, Family Movie Nights, Spring Festival, Book Fairs, Scrip program, Talent Shows, and classroom activities/volunteers.

TEACHER ASSIGNMENT

Auburn Union Elementary School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Auburn Elementary School had 27 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.

	Teacher Credential Status			District 06-07
	School			
	04-05	05-06	06-07	
Fully Credentialed	26	24	27	120
Without Full Credentials	0	1	0	0
Working Outside Subject	0	0	0	2

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

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%



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.

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.

Teacher 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 Auburn Elementary 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. For the past three years, leadership duties were assumed by Principal Andrew Hinds. Principal Hinds has been in education for 30 years, with 8 years as a classroom teacher and 22 years in administration. Credentials include a California Teaching and Administrative Credential and a Masters in Education. Prior to moving to Auburn Elementary School he served as teacher/principal in Yosemite National Park and a principal in Shasta County.

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: School Site Council and Parent Teacher Club.

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%

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	\$58,456
District	\$56,678
Percentage of Variation	3.13%
School & State	
All Elementary School Districts	\$58,519
Percentage of Variation	0.11%

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	\$4,632
From Restricted Sources	\$691
From Unrestricted Sources	\$3,941
District	
From Unrestricted Sources	\$799
Percentage of Variation between School & District	393.24%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	20.27%

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 our school campuses) and the Auburn Boys and Girls Club (to provide after school academic and recreational opportunities for our students).