



AUBURN UNION ELEMENTARY SCHOOL DISTRICT

AUBURN ELEMENTARY SCHOOL

SAM SCHUG, PRINCIPAL
11400 LARIAT RANCH ROAD
AUBURN, CA 95603
(530) 885-1958

2007-2008 SCHOOL ACCOUNTABILITY REPORT CARD

DISTRICT ADMINISTRATION

SUPERINTENDENT,
MICHELE SCHUETZ

ASSISTANT
SUPERINTENDENT
OF BUSINESS AND
FACILITIES,
DOUGLAS CRANER

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 2,230 students in grades kindergarten through eighth at three elementary schools and one middle school.

During the 2007-08 school year, Auburn Elementary School had 491 kindergarten through fifth grade students enrolled at the school. The table illustrates student demographics.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	2.4%
American Indian	0.4%
Asian	1.6%
Caucasian	82.3%
Filipino	2.9%
Hispanic or Latino	6.9%
Pacific Islander	0.4%
Multiple or No Response	3.1%

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 and as needed throughout the year.

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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	23	14	21	337	340	239
Suspension Rate	4.4%	2.7%	1.4%	13.8%	14.6%	4.6%
Expulsions	1	0	0	14	12	3
Expulsion Rate	0.2%	0.0%	0.0%	0.6%	0.5%	0.2%

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 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 after school and during the school day with a paraprofessional. Students are also pulled in to the Learning Center for additional help.

CURRICULUM DEVELOPMENT

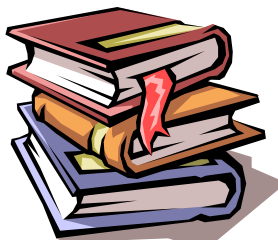
All curriculum development in the Auburn Union Elementary School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

CLASS SIZE

The table illustrates 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					
	06	07	08	06	07	08	06	07	08			
K	19	20	18	4	4	5	-	-	-	-	-	-
1st	20	19	20	4	4	3	1	-	1	-	-	-
2nd	19	19	21	3	5	1	-	-	2	-	-	-
3rd	24	23	20	2	3	4	1	1	-	-	-	-
4th	32	33	31	-	-	-	2	-	2	-	1	-
5th	30	26	34	-	-	-	2	4	-	-	-	2
K-3	20	20	21	3	1	-	-	-	1	-	-	-
4-8	29	-	25	-	-	-	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

	2005-06	2006-07	2007-08
K	100%	100%	100%
1st	80%	100%	75%
2nd	100%	100%	33%
3rd	67%	75%	100%
K-3	100%	100%	0%

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

	2005-06	2006-07	2007-08
K	78	81	92
1st	103	80	81
2nd	85	99	78
3rd	73	82	95
4th	117	66	77
5th	72	111	68

SCHOOL FACILITIES & SAFETY

Auburn Elementary School was originally constructed in 1995 and is comprised of 21 classrooms, a multipurpose room/cafe/tertia, 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 November 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: June 11, 2008				
Overall Summary of School Facility Conditions: _____				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates/Fences (Interior and Exterior)	✓			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	✓			
Hazardous Materials (Interior and Exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (Interior and Exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (Inside and Outside)	✓			
Restrooms	✓			
Sewer	✓			
Roofs (observed from the ground, inside/outside the building)	✓			
Playground/School Grounds	✓			
Overall Cleanliness	✓			

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 2008-09 school year the district allocated \$84,520 for deferred maintenance program. This represents .5% of the district's general fund budget. During the 2008-09 school year, the district's governing board approved the following deferred maintenance projects for the school: Electrical, painting and paving 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 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	54,565
5th	54,000	54,565

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
Health Aide	1	0.5
Instructional Aides	8	As Needed
Learning Center Teacher	1	1.0
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		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																											
School	58	49	41	45	55	46	67	54	75	57	64	64	65	73	62	68	68	70	71	63	70	72	74	67	45	56	68
District	57	51	44	44	54	41	61	60	65	58	54	56	64	62	65	63	68	63	67	65	67	64	66	60	40	51	53
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	56	47	38	42	48	40	66	47	68	51	65	58	68	82	82	68	65	67	74	61	61	71	78	68	60	67	74
District	55	49	38	37	46	38	62	51	56	52	57	49	66	66	73	59	68	62	72	64	64	61	71	59	48	59	56
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	62	52	44	50	63	52	69	62	83	63	63	72	62	65	38	68	70	75	67	66	78	73	69	66	27	44	62
District	59	53	48	50	62	45	60	71	74	64	53	65	63	59	57	65	66	64	62	67	71	67	61	61	31	41	50
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Socioeconomically Disadvantaged																											
School	41	21	38	26	48	28	42	24	67	48	44	50	43	53	59	53	61	52	48	52	52	57	53	36	29	53	50
District	41	27	27	24	45	23	40	44	57	51	34	40	42	38	58	45	62	46	46	59	55	53	46	40	28	40	37
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
Caucasian																											
School	62	52	41	50	54	48	67	56	76	59	65	66	68	76	64	66	70	70	72	60	73	71	75	69	46	55	72
District	62	58	47	55	60	47	65	69	70	62	61	64	71	70	70	67	75	66	74	67	73	68	72	66	45	55	61
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68

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

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 2007-08 school year, 31.6% 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		
	06	07	08	06	07	08	06	07	08	06	07	08
All Students												
School	58	59	53	59	63	61						
District	53	60	48	64	69	59						
State	37	38	38	55	56	56						
Males												
School	54	58	50	59	73	70						
Females												
School	62	61	55	59	54	52						
Socioeconomically Disadvantaged												
School	37	48	29	53	61	40						
Caucasian												
School	62	60	54	60	66	59						

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

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.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	7	8	8	
Similar Schools Rank	1	3	4	
All Students				
Actual Growth	38	-7	-4	824
Socioeconomically Disadvantaged				
Actual Growth	55	-8	11	766
Caucasian				
Actual Growth	30	-7	-3	829

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 (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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

INSTRUCTIONAL MATERIALS

Auburn Union Elementary School District held a Public Hearing on September 10, 2008, 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. 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 November 2008) used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
K-5	Mathematics	Saxon	2001	Yes	0.0%
K-5	Science	Harcourt	2001	Yes	0.0%

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 computers. Students visit the computer lab on a weekly basis. 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			
	05-06	06-07	07-08
Computers	103	102	102
Students per computer	5.1	5.1	4.8
Classrooms connected to Internet	25	80	80

PARENT & COMMUNITY 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. Parents involvement is also encouraged in Site Council, regular volunteering in classrooms, and on field trips. 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.

Auburn Elementary School also benefits from partnerships with the Placer County and CalFire Fire Departments, Placer County Sheriff, Auburn Education Foundation, Rotary Club, the local hospital, Kiwians, and the Assistance League of Greater Placer County.

TEACHER ASSIGNMENT

Auburn Union Elementary School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Auburn Elementary School had 26 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				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	24	27	26	114
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	06-07	07-08	08-09
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

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	0.0%	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.

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. The 2008-09 school year marks Principal Sam Schug's first year at Auburn Elementary. Mr. Schug brings experience as a Director of Special Education, BTSA Coordinator, as well as six years in school administration.

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 2006-07		
	District	State
Beginning Teachers	\$39,035	\$39,773
Mid-Range Teachers	\$55,133	\$61,167
Highest Teachers	\$68,366	\$78,093
Elementary School Principals	\$84,058	\$97,851
Middle School Principals	\$88,028	\$102,064
Superintendent	\$106,000	\$140,582
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.7%	41.0%
Administrative Salaries	4.8%	5.9%

DATA SOURCES

Data within the SARC was provided by Auburn Union Elementary School District, retrieved from the 2007-08 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	\$62,268
District	\$59,927
Percentage of Variation	03.90%
School & State	
All Elementary School Districts	\$61,488
Percentage of Variation	___%

EXPENDITURES & SERVICES FUNDED

Auburn Union Elementary School District spent an average of \$7,239 to educate each student (based on 2006-07 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	\$5,004
From Restricted Sources	\$943
From Unrestricted Sources	\$4,061
District	
From Unrestricted Sources	\$4,880
Percentage of Variation between School & District	___%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	___%

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).