

# AUBURN UNION ELEMENTARY SCHOOL DISTRICT

## AUBURN ELEMENTARY SCHOOL

SAM SCHUG, PRINCIPAL  
11400 LARIAT RANCH ROAD  
AUBURN, CA 95603  
(530) 887-1958



### 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

### BOARD OF TRUSTEES

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PRESIDENT

CLARK GEHLBACH,  
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TRUSTEE

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TRUSTEE

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TRUSTEE

## 2008-2009 SCHOOL ACCOUNTABILITY REPORT CARD

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

During the 2008-09 school year, Auburn Elementary School had 497 kindergarten through fifth grade students enrolled at the school. The table illustrates student demographics.

### Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	2.0%
American Indian	1.0%
Asian	1.6%
Caucasian	83.9%
Filipino	1.2%
Hispanic or Latino	5.6%
Pacific Islander	0.4%
Multiple or No Response	4.2%

### 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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	14	21	9	340	239	160
Suspension Rate	2.7%	4.3%	1.8%	14.6%	10.7%	7.5%
Expulsions	0	0	0	12	3	9
Expulsion Rate	0.0%	0.0%	0.0%	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. Extracurricular activities, sports, and programs include:

- Jog-a-thon
- School Service Club
- Student Council
- Cross Country
- Choir
- 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. The High 5 program is a positive character building program that recognizes students for outstanding effort and achievements at school.

## 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.

Intervention is offered to students during the school day. 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					
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	18	18	4	5	5	-	-	-	-	-	-
1	19	20	18	4	3	5	-	1	-	-	-	-
2	19	21	20	5	1	4	-	2	-	-	-	-
3	23	20	17	3	4	4	1	-	-	-	-	-
4	33	31	28	-	-	-	-	2	3	1	-	-
5	26	34	32	-	-	-	4	-	2	-	2	-
K-3	20	21	-	1	-	-	-	1	-	-	-	-
3-4	-	25	-	-	-	-	-	1	-	-	-	-
4-8	-	-	25	-	-	-	-	-	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			
	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	75%	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

	2006-07	2007-08	2008-09
K	81	92	73
1st	80	81	96
2nd	99	78	81
3rd	82	95	70
4th	66	77	97
5th	111	68	80

## SCHOOL FACILITIES & SAFETY

Auburn Elementary School was originally constructed in 1995 and is comprised of 21 classrooms, a multipurpose room/cafeteria, 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 2009.

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 March 2009 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 he 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: 10/09/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			MPR - Having mechanical trouble with (1) HVAC unit. Scheduled to repair.
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Room 29 - Has reported a skunk, pestcontrol has been notified.
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			Rm. 33 & 34 - Cosco fire safety protection working on fire system.
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 deferred maintenance program. This represents 1.2% of the district's general fund budget. During the 2009-10 school year, the district's governing board approved the following deferred maintenance projects for the school: classroom lighting, floor covering, and paving.

### 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 2008-09 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
Health Aide	1	0.6
Instructional Aides	8	As Needed
Learning Center Teacher	2	1.4
Library Technician	1	0.4
Nurse	1	0.2
Occupational Therapist	1	0.4
Psychologist	1	0.5
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.

## 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, Book Fairs, Scrip program, Talent Show, Trunk or Treat, Back to School Social, 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, Kiwanis, and the Assistance League of Greater Placer County.

## 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 2008-09 school year, 42.9% of fifth 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	56	56	57	53	53	58	43	46	50
Mathematics	70	68	66	56	58	59	40	43	46
Science	55	69	70	45	56	63	38	46	50
History/Social Science	*	*	*	38	41	52	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	42	58	*	*
Pacific Islander	*	*	*	*
Caucasian	59	68	75	*
Males	51	67	68	*
Females	63	65	71	*
Socioeconomically Disadvantaged	49	50	64	*
English Learners	31	54	*	*
Students with Disabilities	30	47	*	*
Migrant Education	*	*	*	*

\*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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	8	8	8	
Similar Schools Rank	3	4	5	
All Students				
Actual Growth	-7	-4	-3	822
Socioeconomically Disadvantaged				
Actual Growth	-8	11	-8	770
Caucasian				
Actual Growth	-7	-3	1	830

## 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%

# 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.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	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

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

## 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
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
K-5	Mathematics	Saxon	2009	Yes	0.0%
K-5	Science	Houghton Mifflin	2008	Yes	0.0%

## LIBRARY 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](http://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

	06-07	07-08	08-09
Computers	102	102	102
Students per computer	5.1	4.8	4.9
Classrooms connected to Internet	25	25	25

## TEACHER ASSIGNMENT

Auburn Union Elementary School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Auburn Elementary School had 26 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	27	26	26	105
Without Full Credentials	0	0	1	3
Working Outside Subject	0	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%

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

## 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.

## 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	\$65,888
District	\$65,636
Percentage of Variation	0.38%
School & State	
All Elementary School Districts	\$63,421
Percentage of Variation	3.89%

## 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.

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

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

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 per Pupil	
School	
Total Expenditures Per Pupil	\$5,343
From Restricted Sources	\$1,031
From Unrestricted Sources	\$4,312
District	
From Unrestricted Sources	\$5,402
Percentage of Variation between School & District	20.18%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	21.77%