

Auburn Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Auburn Elementary School
Street	11400 Lariat Ranch Road
City, State, Zip	Auburn CA, 95603
Phone Number	(530) 887-1958
Principal	Zack Schulz
Email Address	zschulz@auburn.k12.ca.us
Website	http://auburnel.auburn.k12.ca.us/
County-District-School (CDS) Code	31-66787-6112700

Entity	Contact Information
District Name	Auburn Union Elementary School District
Phone Number	(530) 885-7242
Superintendent	Amber Lee-Alva
Email Address	aleealva@auburn.k12.ca.us
Website	www.auburn.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

MISSION STATEMENT

Each child in the Auburn Union School District will think analytically, solve problems, work cooperatively, explore creatively, and master common core standards. No matter their ability and background, students will be challenged and engaged, and obtain college and career readiness skills for a globally connected society.

VISION STATEMENT

We stand together to place each child at the heart of every decision.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	51
Grade 1	63
Grade 2	67
Grade 3	69
Grade 4	63
Grade 5	65
Total Enrollment	378

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	1.9
Asian	0.5
Filipino	2.1
Hispanic or Latino	19
Native Hawaiian or Pacific Islander	0.3
White	65.6
Two or More Races	7.7
Socioeconomically Disadvantaged	50.3
English Learners	6.6
Students with Disabilities	15.6
Foster Youth	0.3
Homeless	2.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	23	23	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 10/17

Auburn Union Elementary School District held a Public Hearing on September 9, 2015, 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 Language Learners (ELL), 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 table displays information (as of January 2020) about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Adopted 2003	Yes	0.0%
Mathematics	Go Math Adopted 2014	Yes	0.0%
Science	Houghton Mifflin Adopted 2008	Yes	0.0%
History-Social Science	Houghton Mifflin Adopted 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Auburn Elementary is in very good condition. The recent LED project improved both safety and general appearances. Grounds conditions have improved, but additional irrigation work is needed.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/21/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	MPR: HVAC has been replaced.
Interior: Interior Surfaces	Good	CR 16: Exterior surfaces should be repaired or replaced in limited areas. CR 17: Exterior paint is needed outside rooms 16, 17, 18. CR 18: Replace carpet. CR 26: Paint walls. Check lock on roof hatch CR 28: Clean cove base, strip wax CR 29: Clean walls, replace VCT

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Replace non LED fixtures. Replace nurse rm
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	CR 16: Exterior surfaces should be repaired or replaced in limited areas.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Reposition ceiling tile in 30, Paint all rails and portable exteriors, Remove weeds near portables, Material in storage rooms must be removed from top shelf.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	36	38	42	43	50	50
Mathematics (grades 3-8 and 11)	26	35	31	37	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	211	205	97.16	2.84	38.05
Male	104	99	95.19	4.81	26.26
Female	107	106	99.07	0.93	49.06
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	46	97.87	2.13	30.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	126	121	96.03	3.97	38.02

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	15	100.00	0.00	40.00
Socioeconomically Disadvantaged	121	117	96.69	3.31	29.91
English Learners	18	18	100.00	0.00	22.22
Students with Disabilities	42	40	95.24	4.76	7.50
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	211	205	97.16	2.84	35.12
Male	104	99	95.19	4.81	28.28
Female	107	106	99.07	0.93	41.51
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	46	97.87	2.13	28.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	126	121	96.03	3.97	38.84
Two or More Races	15	15	100.00	0.00	40.00
Socioeconomically Disadvantaged	121	117	96.69	3.31	27.35
English Learners	18	18	100.00	0.00	22.22
Students with Disabilities	42	40	95.24	4.76	5.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.6	21.2	45.5

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement is an integral part of the Auburn Elementary School culture and many parents serve a role in our School Site Council (SSC) and/or Parent Teacher Club (PTC), as well there are plenty of additional opportunities to gain involvement in one of the numerous programs, such as the Art Docent program, Passport to Reading program, Mileage Club, Sight Word Busters, Panther Patch and regular volunteering in classrooms.

The Auburn community and community service clubs support the school through grants, donations, assemblies, and volunteering services.

We also support students by collaborating with outside agencies. Placer County Office of Education, SMART, ACCESS, Kids First, Wellness Together, and other community agencies provide additional support for students needing services not available at Auburn Elementary School. Auburn Elementary School works closely with the Placer County Sheriff's Department, the fire department, and other community agencies to ensure the safety of all students, staff and parents on campus.

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.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.3	4.0	3.7	6.4	6.1	4.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 January 2018 by the School Safety Committee and School Site Council. All revisions were communicated to 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 lock-down 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; this includes morning arrival and afternoon dismissal times. All staff members are required to wear picture-ID cards and teachers are directed to keep classroom doors locked throughout the school day. Staff provides supervision before, during and after school to assist with the safety of our students.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	3		17	2	3		17	3		
1	24		3		24		3		21	1	2	
2	23		3		21	2	2		22		3	
3	25		3		21	1	2		23		3	
4	32		2		32		2		30		2	
5	28		3		28		3		21		3	
Other**									7	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	1.5
Other	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,277	\$3,484	\$7,794	\$66,996
District	N/A	N/A	\$7,977	\$68,019
Percent Difference - School Site and District	N/A	N/A	-2.3	-1.5
State	N/A	N/A	\$7,507	\$77,619
Percent Difference - School Site and State	N/A	N/A	3.8	-14.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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:

- Supporting Student Instruction, Title II, part A
- Lottery
- Student Transportation
- State Block Grants

Auburn Union Elementary School District currently partners with Auburn Police Department and Placer County Sheriff Department to provide a safe school environment. Auburn Boys and Girls Club provides after school academic and recreational opportunities for students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,673	\$49,378
Mid-Range Teacher Salary	\$65,381	\$77,190
Highest Teacher Salary	\$84,317	\$96,607
Average Principal Salary (Elementary)	\$93,866	\$122,074
Average Principal Salary (Middle)	\$103,480	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$150,521	\$189,346
Percent of Budget for Teacher Salaries	31%	36%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Professional Learning Communities (PLC) will be used to analyze data to inform instruction as well as follow up to the professional development (PD) focus of ELD and NGSS

A district English Language (EL) Instructional Support Coach will support teachers in integrated ELD strategies and provide coaching opportunities for all staff.

Three staff development days have provided professional learning opportunities for teachers, grades TK-5th in design and delivery of Common Core standards-based lessons in Reading that includes implementation of current, research-based instructional practices. Auburn Union School District is in partnership with the California Reading Literacy Framework Project to provide TK - 3rd grade students with consistent, research-based instruction in reading fundamentals.