

Auburn Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Auburn Elementary School
Street	11400 Lariat Ranch Road
City, State, Zip	Auburn CA, 95603
Phone Number	(530) 887-1958
Principal	Aurora Thompson
E-mail Address	athompson@auburn.k12.ca.us
Web Site	
CDS Code	31-66787-6112700

District Contact Information	
District Name	Auburn Union Elementary School District
Phone Number	(530) 885-7242
Superintendent	Wendy Frederickson
E-mail Address	wneade@auburn.k12.ca.us
Web Site	www.auburn.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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 2015-16)

Grade Level	Number of Students
Kindergarten	112
Grade 1	67
Grade 2	73
Grade 3	65
Grade 4	85
Grade 5	86
Total Enrollment	488

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	1.4
Asian	0.2
Filipino	1.8
Hispanic or Latino	18.2
Native Hawaiian or Pacific Islander	0
White	69.1
Two or More Races	5.9
Socioeconomically Disadvantaged	56.6
English Learners	8.4
Students with Disabilities	9.4
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	28	26		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.3	1.8
High-Poverty Schools in District	98.3	1.8
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 06/16

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 December 2015) about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Adopted 20003	Yes	0.0%
Mathematics	Go Math Adopted 2014	Yes	0.0%
Science	Houghton Mifflin Adopted 20008	Yes	0.0%
History-Social Science	Houghton Mifflin Adopted 20006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 December 2015.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/27/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Office, Nurses Office, Counselors Room, Staff Room, K-1, K-2, Rooms 1-35, Kitchen, MPR- HVAC are 20 years old. Room 15- Projector screen hard time retracting.
Interior: Interior Surfaces	X			Office- Front office counter tops pose a safety hazard with sharp edges. Room 17- Needs new Formica piece for counter tops, ballast burnt out, floor tile cracked. Room 27- Door stop keeps falling down. Room 28- Soap dispenser broken, replace 5 burnt out lamps.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls and Boys Restrooms- Toilet seats needs to be tightened. Girls interior restroom has a chronically leaking toilet. Water faucets - room 8 drips and playground water fountains frequently get stuck in the "on" position. Playground Upper- several different types of sprinkler heads.
Safety: Fire Safety, Hazardous Materials	X			Room 28,29- Change out safety door, handle to lock from the inside.
Structural: Structural Damage, Roofs	X			MPR has had a leak which has been unaddressed for at least three years, and poses a slip risk to students, staff and visitors using the room on rainy days.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Metal ramp from portables 27, 28, 29 and 30 needs a long term solution to prevent slips and falls, such as non-slip paint. The school could benefit from updated, push-gates, to ensure they are locked during the school day, but easily opened to the outside, in the event of an emergency.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/27/2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	33	40	38	39	44	48
Mathematics	32	33	34	34	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	67	67	100.0	34.9
	4	86	85	98.8	37.6
	5	87	83	95.4	45.8
Male	3	34	34	100.0	33.3
	4	42	41	97.6	24.4
	5	41	39	95.1	38.5
Female	3	33	33	100.0	36.4
	4	44	44	100.0	50.0
	5	46	44	95.7	52.3
Black or African American	3	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
Filipino	4	--	--	--	--
Hispanic or Latino	3	19	19	100.0	15.8
	4	16	16	100.0	6.3
	5	15	15	100.0	26.7
White	3	44	44	100.0	44.2
	4	64	63	98.4	44.4
	5	60	57	95.0	52.6
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	38	38	100.0	18.4
	4	48	47	97.9	29.8
	5	48	45	93.8	31.1
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	13	10	76.9	30.0
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	67	67	100.0	37.9
	4	86	85	98.8	29.4
	5	87	83	95.4	32.5
Male	3	34	34	100.0	30.3
	4	42	41	97.6	26.8
	5	41	39	95.1	30.8
Female	3	33	33	100.0	45.5
	4	44	44	100.0	31.8
	5	46	44	95.7	34.1
Black or African American	3	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
Filipino	4	--	--	--	--
Hispanic or Latino	3	19	19	100.0	15.8
	4	16	16	100.0	6.3
	5	15	15	100.0	6.7
White	3	44	44	100.0	44.2
	4	64	63	98.4	33.3
	5	60	57	95.0	40.4
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	38	38	100.0	26.3
	4	48	47	97.9	25.5
	5	48	45	93.8	20.0
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	13	10	76.9	30.0
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	52	46	55	70	62	55	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	87	85	97.7	55.3
Male	41	40	97.6	55.0
Female	46	45	97.8	55.6
Hispanic or Latino	15	15	100.0	26.7
White	60	58	96.7	60.3
Socioeconomically Disadvantaged	48	46	95.8	45.7
Students with Disabilities	13	12	92.3	33.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.6	16.5	49.4

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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, Destination Imagination, 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, and other community agencies provide additional support for students needing services not available at Auburn Elementary School. Auburn Elementary School works closely with the Auburn Police 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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	2.5	5.4	3.3	4.4	6.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 2016 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. All staff members are encouraged to wear picture-ID cards. 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	3	1		20	1	4					
1	21	1	3		22		4					
2	21	1	3		18	4						
3	21	1	3		21		4					
4	27		3		27		3					
5	20	1	3		28		3					

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1	N/A
Other		N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,565	\$716	\$4,849	\$54,010
District	N/A	N/A	\$6,990	\$60,812
Percent Difference: School Site and District	N/A	N/A	-30.6	-8.9%
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	-9.3%	-21.8%

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

Types of Services Funded (Fiscal Year 2015-16)

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)

Auburn Union Elementary School District currently participates in grant opportunities with such community organizations as the Auburn Police Department and Placer County Sheriff 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).

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,424	\$44,507
Mid-Range Teacher Salary	\$61,333	\$68,910
Highest Teacher Salary	\$76,054	\$88,330
Average Principal Salary (Elementary)	\$86,427	\$111,481
Average Principal Salary (Middle)	\$95,102	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$136,000	\$169,821
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

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 technology, curriculum, teaching strategies, and methodologies.