

Auburn Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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 2020-2021)

Vision: We stand together to cultivate the potential of all students in a global society.

Mission: Auburn Union School District, in collaboration with our families and community, is committed to:

- Achieving academic excellence to prepare our students for careers of the future.
- Understanding diversity is a strength.
- Supporting a caring, experienced, and qualified staff.
- Developing the whole student in a safe and healthy environment.

Guiding Principle: We place each child at the heart of every decision.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	68
Grade 1	54
Grade 2	68
Grade 3	70
Grade 4	69
Grade 5	68
Total Enrollment	397

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	2
Asian	0.5
Filipino	0.8
Hispanic or Latino	19.4
Native Hawaiian or Pacific Islander	0.3
White	66
Two or More Races	7.8
Socioeconomically Disadvantaged	49.9
English Learners	4.3
Students with Disabilities	14.9
Foster Youth	0.5
Homeless	1.8

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	23	23	21	
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	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 09/2020

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 2021) 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	McGraw Hill Adopted 2020	Yes	0.0%
Mathematics	Houghton Mifflin 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%

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

School Facility Conditions and Planned Improvements

Auburn Elementary is in good condition. Category and total ranking:

Systems: 100%, GOOD

Interior: 91.43%, GOOD

Cleanliness: 100%, GOOD

Electrical: 100%, GOOD

Restrooms/Fountains: 100%, GOOD

Safety: 100%, GOOD

Structural: 95.72%, GOOD

External: 100%, GOOD

Overall Rating: 98.39%, GOOD

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 11/24/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	CR 16: Replace VCT at sink and repair soffit CR 17: Replace VCT at entry, repair carpet transition, repair laminate at sink CR 18: Repair carpet transition CR 27: Move furniture to access thermostat CR 28: Exterior wall to be repaired CR 29: Exterior wall to be repaired
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	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	38	N/A	43	N/A	50	N/A
Mathematics (grades 3-8 and 11)	35	N/A	37	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	22	N/A	27	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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.

Parent University workshops are held virtually or in-person throughout the school year and are available to all parents of AUSD students. A variety of topics are covered during Parent University, including health and safety and tobacco prevention.

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, Kids First, Lion's Club, Assistance League, 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.

Auburn Elementary has an on-campus Wellness Center staffed by two full-time PCOE counselors. Wellness Center staff provide support and assistance and help identify and acquire resources for students and families in need.

In 2020-2021, Auburn Elementary began training for PBIS implementation. The PBIS team includes parents along with administration, teachers, and classified staff.

Surveys soliciting parent input are included in some editions of the Panther Bulletin, Auburn Elementary School's weekly school newsletter. In addition, every edition of the Bulletin includes a form for parents to submit comments and feedback to site administration.

Auburn Elementary communicates school-related information and provides opportunities for parent engagement via multiple means of media: Blackboard Connect emails, text messages, and robocalls; Facebook; Twitter; and the digital weekly newsletter created with Smore.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.0	3.7	6.1	4.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.7	3.4	3.4
Expulsions	0.0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 2021 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	17	2	3		17	3			23		3	
1	24		3		21	1	2		18	3		
2	21	2	2		22		3		22		3	
3	21	1	2		23		3		23		3	
4	32		2		30		2		28		2	
5	28		3		21		3		25		2	
Other**					7	1			17	1	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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	
Other	2.5

*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 2018-2019)

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	\$70,801
Percent Difference - School Site and District	N/A	N/A	-2.3	-5.5
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	0.6	-18.4

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

Types of Services Funded (Fiscal Year 2019-2020)

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 I and Title II, part A
- Lottery
- Student Transportation
- State Block Grants

Auburn Union Elementary School District currently partners with Placer County Sheriff's Office and Placer County Fire Department to provide a safe school environment. Auburn Recreation District and Auburn Boys and Girls Clubs provides after school academic and recreational opportunities for students.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,060	\$50,574
Mid-Range Teacher Salary	\$67,996	\$76,649
Highest Teacher Salary	\$87,690	\$98,993
Average Principal Salary (Elementary)	\$101,735	\$125,150
Average Principal Salary (Middle)	\$112,119	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$150,521	\$193,925
Percent of Budget for Teacher Salaries	30.0	34.0
Percent of Budget for Administrative Salaries	5.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Auburn Union School district provided over 70 hours of professional development (PD) in 2019-2020 in addition to three district-wide designated PD days. AUSD's district-wide PD for teachers centered around writing. Area Three Writing Project provided 2 district-wide full-day sessions for grade level certificated staff and management, followed up with 3 grade level training days for transitional kindergarten through fifth grade certificated staff. Additionally, AUSD offered a wide variety of training during school closures due to the COVID-19 pandemic. Training included but was not limited to textbook publisher support, technology training, social-emotional support, designated English Learner Development strategies, and Illuminate Education. Rigor Relevance training was provided to managers as well as Multi-Tiered Systems of Support (MTSS) training for managers and teacher leaders.

In 2020-2021, AUSD provided Distance Learning Guidebook training, as well as a variety of teacher-led workshops during our three, calendared district-wide PD days. AUSD also provided designated and integrated English Learner Development training, Google Platform training, Priority Standards training, Illuminate assessment and data management training, and a variety of offerings amounting to over 100 hours of professional development to support students' academic and behavioral needs. To determine what training was needed, AUSD surveyed teachers and administrators and analyzed student academic screener and common assessment data.

In addition, Parent University provides training on important academic and social-emotional topics specifically designed for AUSD families.

Teachers are supported during implementation through coaching feedback provided by site and district administration during classroom walkthroughs and follow-up trainings and review during staff meetings.