

# E.V. Cain 21st Century STEM Charter 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)**

<b>School Contact Information</b>	
<b>School Name</b>	E.V. Cain 21st Century STEM Charter School
<b>Street</b>	150 Palm Avenue
<b>City, State, Zip</b>	Auburn CA, 95603
<b>Phone Number</b>	(530) 823-6106
<b>Principal</b>	Cindy Giove
<b>E-mail Address</b>	<a href="mailto:cgiove@auburn.k12.ca.us">cgiove@auburn.k12.ca.us</a>
<b>Web Site</b>	<a href="http://evcain.auburn.k12.ca.us">evcain.auburn.k12.ca.us</a>
<b>CDS Code</b>	31-66787-6031033

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

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

#### SCHOOL DESCRIPTION:

E.V. Cain STEM Charter Middle School serves approximately 700 students in grades sixth through eighth. We offer a dynamic education integrating 21st century skills with a technology integrated, academically rigorous, core body of knowledge in all content areas with a focus on STEM (Science, Technology, Engineering, Mathematics) education. Students engage in four periods of core instruction, a rigorous physical education class integrating health standards into the instructional program, as well as an elective. We also offer numerous enrichment opportunities including Lego Robotics, Spheros Robotics, SeachPerch Underwater Rover Robotics, Electronic Music Programming, Cooking, Conservation Club, Drama Club, and Service Club. Advanced courses are offered for qualified students. Many of our 6th grade students participate in the STEM Expo and all 7th and 8th grade students participate in an annual Engineering Challenge.

#### 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.

E.V. Cain STEM Charter believes all students can learn and can be successful. The staff believes that a strong foundation in science and mathematics provides a critical component to a successful 21st century career. We believe in integrating technology throughout the curriculum. The STEM curriculum provides:

- Embedded technology across all curricular areas which provides supports that meet the varied learning needs with multiple learning levels and student populations.
- Combined traditional and inquiry-based instructional practices to ensure that students master both concepts and skills in all of their classes.
- Active engagement in learning, providing opportunities for critical thinking, for asking challenging questions, for problem solving and decision making, for creativity and innovation, and to develop both personal and group responsibility.
- Integrated, spiraling concepts in our teaching so that students revisit core skills and concepts many times throughout the year.
- Focused project-based learning instruction which encourages student to be “risk-takers” in a safe, rigorous learning environment.

#### SCHOOL VISION:

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
Grade 6	213
Grade 7	224
Grade 8	227
Total Enrollment	664

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	1.5
Asian	1.2
Filipino	0.6
Hispanic or Latino	23.8
Native Hawaiian or Pacific Islander	0.2
White	68.2
Two or More Races	3
Socioeconomically Disadvantaged	47
English Learners	6.5
Students with Disabilities	13.7
Foster Youth	0.5

## 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	34	32	32	
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

**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
<b>This School</b>	98.2	1.8
<b>All Schools in District</b>	98.3	1.8
<b>High-Poverty Schools in District</b>	98.3	1.8
<b>Low-Poverty Schools in District</b>	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:** 12/2015

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. Common Core State Standards and Next Generation Science Standards aligned curriculum provided to all students.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Hampton Brown Adopted 1985 Holt Adopted 2003	Yes	0.0%
<b>Mathematics</b>	CPM Adopted 2014	Yes	0.0%
<b>Science</b>	Prentice Hall Adopted 2007	Yes	0.0%
<b>History-Social Science</b>	Holt Adopted 2007 Pearson/Prentice Hall Adopted 2007	Yes	0.0%
<b>Health</b>	Glencoe Adopted 2009	Yes	0.0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

E.V. Cain S.T.E.M. Charter Middle School was originally constructed in 1949 and is currently comprised of 40 classrooms, dedicated science labs, 2 gyms, outside amphitheater, band room, library, teacher work room and staff lounge. E. V. Cain currently has 16 mobile computer lab and 3 stationary computer labs. The sports facilities include 2 baseball diamonds, soccer and football fields, and 2 blacktops with 10 basketball courts. Every classroom is equipped with a projector, document camera, and every teacher has a laptop computer. At the time of this publication 100% of our restrooms were in good working condition. Facility information is current as of January, 2017.

**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: 08/27/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X	Psychology Office, Speech and Pathology Office, Conference Office, Rooms 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, Library Room, Rooms 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, Music Room, Dragilla Gym and Kitchen: HVAC non energy efficient as it is over 20 years old.
<b>Interior:</b> Interior Surfaces		X		Room 25: Missing (3) ceiling tiles inside the common room. Room 31: Cracked counter top by the sink. Wing 1 Restrooms, Wing 2 Restrooms and Wing 3 Restrooms need constant upkeep: Upper Six Grade Restrooms completely redone Spring 2016.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Music Room: Room needs better cleaning. Draguilla Gym: Boys locker room needs better cleaning. Wing 1 Restrooms, Wing 2 Restrooms and Wing 3 Restrooms: Partitions separating toilets have been painted numerous times to cover graffittie. Upper Six Grade Restrooms: The restroom needs better cleaning.
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Nurse's Office and School Office: Water faucets do not have hot water.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Music Room, Room 34, 35, 28 ceiling tile stained possible roof leak. Room 22 water leak along outside seam.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Playground: Playground black asphalt received new slurry seal; basketball hoops need new nets. Outside of Dragilla Gym leading to field underground water leak; Sports field needs irrigation repair and new turf. Office, Science building and multiple classrooms in need of reflective glass cover.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 08/27/2014				
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	43	44	38	39	44	48
Mathematics	37	38	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	6	218	214	98.2	39.7
	7	229	226	98.7	42.5
	8	228	227	99.6	48.7
Male	6	106	103	97.2	32.0
	7	124	122	98.4	38.5
	8	130	129	99.2	40.3
Female	6	112	111	99.1	46.9
	7	105	104	99.0	47.1
	8	98	98	100.0	59.8
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	53	53	100.0	26.4
	7	56	55	98.2	38.2
	8	52	52	100.0	34.6
Native Hawaiian or Pacific Islander	8	--	--	--	--
White	6	142	138	97.2	44.9
	7	152	150	98.7	44.0
	8	158	157	99.4	56.4
Two or More Races	6	11	11	100.0	36.4
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	117	116	99.2	26.7
	7	113	111	98.2	27.9
	8	94	93	98.9	31.2
English Learners	6	16	16	100.0	
	7	18	18	100.0	
	8	--	--	--	--
Students with Disabilities	6	32	31	96.9	9.7
	7	32	30	93.8	10.0
	8	30	29	96.7	6.9
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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	6	218	214	98.2	32.9
	7	229	226	98.7	37.3
	8	229	227	99.1	43.2
Male	6	106	103	97.2	30.4
	7	124	122	98.4	38.0
	8	130	129	99.2	42.6
Female	6	112	111	99.1	35.1
	7	105	104	99.0	36.5
	8	99	98	99.0	43.9
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	53	53	100.0	20.8
	7	56	55	98.2	27.3
	8	52	52	100.0	17.3
Native Hawaiian or Pacific Islander	8	--	--	--	--
White	6	142	138	97.2	37.2
	7	152	150	98.7	40.3
	8	159	157	98.7	51.6
Two or More Races	6	11	11	100.0	36.4
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	117	116	99.2	22.6
	7	113	111	98.2	23.6
	8	95	94	99.0	22.3
English Learners	6	16	16	100.0	
	7	18	18	100.0	



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
Students with Disabilities	6	32	31	96.9	9.7
	7	32	30	93.8	13.8
	8	30	29	96.7	3.5
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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)	75	63	54	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	229	226	98.7	54.4
Male	130	129	99.2	56.6
Female	99	97	98.0	51.6
Hispanic or Latino	52	52	100.0	30.8
White	159	156	98.1	64.1
Socioeconomically Disadvantaged	95	92	96.8	35.9
Students with Disabilities	30	29	96.7	13.8

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
7	17.8	28	37.8

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)

Parental involvement is available through our school's Parent-Teacher Club which has regular meetings and many opportunities to assist students and staff. Parents provide great support at E.V. Cain S.T.E.M. Charter Middle School. The PTC continues to support increased technology for student use and S.T.E.M. related opportunities. Additionally they sponsor a number of after school clubs and programs and support our positive school climate efforts. The Governance Council oversees the School Site Plan and addresses the areas of school safety, academics, and intervention programs. Parents also regularly attend school rallies, participate in school spirit opportunities and actively volunteer for school dances and field trips.

E. V. Cain S.T.E.M. Charter Middle School also benefits from partnerships with the Auburn Education Foundation, Mother Lode Foundation, Kiwanis, Rotary and Lions Clubs, Auburn Police Department, Auburn Fire Department, and The Placer Arts Council.

#### Contact Information:

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the E.V. Cain S.T.E.M. Charter Middle School at (530) 823-6106.

### 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	7.7	9.6	11.1	3.3	4.4	6.2	4.4	3.8	3.7
Expulsions	0.1	0.6	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 E. V. Cain S.T.E.M. Charter Middle 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 the Spring of 2016 by the School Safety Committee, police, fire department, and School Governance 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. The school resource officer serves as a member of the Safe School Committee. Staff performs duties on the campus before and after school to monitor student behavior and safety issues. Boys and Girls Club, in partnership with E.V. Cain, provides a supervised after school program which includes tutoring and physical activities.

## 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 (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	15	11	3	20	12	9	4	26	3	10	5
Mathematics	19	15	10		19	12	11	1	26	3	11	4
Science	25	4	13	1	27	3	10	4	29	0	15	1
Social Science	27	2	12	3	26	4	12	1	31	0	8	7

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>		
<b>Counselor (Social/Behavioral or Career Development)</b>	1	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	1	N/A
<b>Psychologist</b>	1	N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>	1	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist</b>	7	N/A
<b>Other</b>		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	
<b>School Site</b>	\$5,407	\$280	\$5,127	\$57,296
<b>District</b>	N/A	N/A	\$6,990	\$60,812
<b>Percent Difference: School Site and District</b>	N/A	N/A	-26.7	-3.4%
<b>State</b>	N/A	N/A	\$5,677	\$71,610
<b>Percent Difference: School Site and State</b>	N/A	N/A	-4.1%	-17.1%

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
- 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). E.V. Cain also provides before and after school academic support in a designated classroom. Bilingual academic support is available to all students. All academic support programs have full access to technology.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

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