

E.V. Cain Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	E.V. Cain Middle School
Street	150 Palm Avenue
City, State, Zip	Auburn CA, 95603
Phone Number	(530) 823-6106
Principal	Cindy Giove
E-mail Address	cgiove@auburn.k12.ca.us
Web Site	evcain.auburn.k12.ca.us
CDS Code	31-66787-6031033

District Contact Information	
District Name	E.V. Cain Middle School
Phone Number	(530) 885-7242
Superintendent	Kevin Brown
E-mail Address	kbrown@auburn.k12.ca.us
Web Site	www.auburn.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

SCHOOL DESCRIPTION:

E.V. Cain 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 STEAM (Science, Technology, Engineering, Arts, 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, SeachPerch Underwater Rover Robotics, Cooking, Conservation Club, Music Club, Shakespeare Club, Solar Suitcase Club, Science Club, Entrepreneur Club, Drama Club, Service Club, and Destination Imagination. 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:

EV Cain is a community where all are valued, creating successful learners one student at a time.

E.V. Cain 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 STEAM curriculum provides:

- Embedded technology across all curricular areas which provides support that meets 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 students to be “risk-takers” in a safe, rigorous learning environment.
- STEAM aligned electives and enrichment opportunities to engage and inspire STEAM career opportunities.

SCHOOL VISION:

EV Cain strives to cultivate lifelong learners with an emphasis on academic excellence, character development, and community involvement, representing the best in Auburn. Together CAIN Can!

SCHOOL MANTRA:

Together CAIN Can! Community, Achievement, Integrity, Now

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	234
Grade 7	222
Grade 8	232
Total Enrollment	688

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.6
Asian	1.5
Filipino	0.7
Hispanic or Latino	28.9
Native Hawaiian or Pacific Islander	0.0
White	62.1
Socioeconomically Disadvantaged	56.5
English Learners	9.9
Students with Disabilities	12.6
Foster Youth	0.3

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	32	32	33	
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	2016-17	2017-18	2018-19
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 Instructional Materials (School Year 2018-19)

Year and month in which data were collected: December, 2018

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
Reading/Language Arts	Hampton Brown Adopted 1985 Holt Adopted 2003	Yes	0.0%
Mathematics	CPM Adopted 2014	Yes	0.0%
Science	Prentice Hall Adopted 2007	Yes	0.0%
History-Social Science	Holt Adopted 2007 Pearson/Prentice Hall Adopted 2007	Yes	0.0%
Health	Glencoe Adopted 2009	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

E.V. Cain 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 workroom and staff lounge. E. V. Cain currently has 25 Chromebook carts with Chromebooks and 1 stationary computer lab. 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 2019.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	Internal paint is needed throughout the campus. A small section of tile in Dragila gym needs repair. Carpet in the library and several classrooms needs to be replaced. Missing and/or stained ceiling tiles need to be replaced. 6th Grade Village portables should be replaced. laminate countertops are in need of improvement and flooring should be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Poor	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	Nurse's office and school office water faucets do not have hot water. Internal fountains in both gyms need water filters.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground needs new slurry seal and restriping, basketball hoops need new nets. Sports field needs irrigation repair and new turf. Small play structure needs to be repaired or removed.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December, 2018	
Overall Rating	Fair

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	44.0	49.0	38.0	42.0	48.0	50.0
Mathematics (grades 3-8 and 11)	33.0	34.0	28.0	31.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	668	657	98.35	49.16
Male	331	326	98.49	41.10
Female	337	331	98.22	57.10
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	197	195	98.98	34.87
White	404	395	97.77	56.71
Two or More Races	35	35	100.00	60.00
Socioeconomically Disadvantaged	381	378	99.21	37.30
English Learners	120	120	100.00	20.00
Students with Disabilities	81	80	98.77	3.75
Foster Youth	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	667	655	98.2	34.05
Male	330	324	98.18	32.72
Female	337	331	98.22	35.35
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	196	194	98.98	21.65
White	404	394	97.52	41.88
Two or More Races	35	35	100	34.29
Socioeconomically Disadvantaged	380	376	98.95	22.07
English Learners	120	120	100	14.17
Students with Disabilities	80	79	98.75	5.06
Foster Youth	--	--	--	--

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.2	27.4	25.5

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 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 2018-19)

Parents provide great support at E.V. Cain Middle School. Parental involvement is available through our school's Parent-Teacher Club which has regular meetings and many opportunities to assist students and staff. The PTC continues to support the increase in technology for STEAM related opportunities. Additionally, they sponsor a number of after-school clubs and programs and support our positive school culture efforts including quarterly rewards assemblies for students with a 3.0+ GPA and/or perfect attendance, Breaking Down the Walls, and the Breakfast of Champions. The School Site Council (SSC) provides valuable input into the School Plan for Student Achievement and the Comprehensive School Safety Plan. Additionally, the SSC seeks to inform our goals and alignment of our expenditures to meet our strategic goals. Parents regularly attend school rallies, participate in school spirit opportunities, and actively volunteer for dances, enrichment clubs, and field trips. Weekly parent communication via phone and email allow our parents up-to-date information about the activities occurring on our campus.

E. V. Cain 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, the Placer Arts Council, Placer Health and Human Services, the Coalition for Auburn and Lincoln Youth, the Latino Council, and Kids First.

Contact Information:

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

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	11.1	12.1	10.8	6.2	6.4	6.1	3.7	3.7	3.5
Expulsions	0.0	0.1	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The safety of students and staff is a primary concern of E. V. Cain Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake, fire and evacuation standards. The School Site Safety Plan was last reviewed and updated on January 10, 2019 by the School Site Council and then sent to Auburn Police and Fire Departments. The final public hearing on the plan was held on February 13, 2019. All revisions were communicated to both the classified and certificated staff on February 20, 2019. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Earthquake, Fire, Lockout (formerly Shelter in Place), and Lockdown drills are conducted on a regular basis throughout the school year. During school hours all visitors and volunteers sign-in at the office and wear identification while on campus. All school personnel wears badges identifying them as district employees. Our school employs two Campus Monitors who provide additional campus-wide supervision throughout the school day. The School Resource Officer serves as a member of our extended safety team. 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	21.0	11	11	2	25.0	5	11	4	22.0	10	9	2
Mathematics	22.0	7	13	1	26.0	4	11	3	24.0	4	13	1
Science	27.0	3	14		29.0		16		28.0		15	1
Social Science	28.0	1	10	5	31.0		9	6	28.0	1	12	3

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		695
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.6	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	12	N/A
Other	2	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,614	\$1,645	\$5,969	\$67,932
District	N/A	N/A	\$6,129	\$67,303
Percent Difference: School Site and District	N/A	N/A	-2.6	1.3
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-9.2	-8.4

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 2017-18)

In addition to general state funding, E.V. Cain Middle School receives state and federal funding for the following categorical funds and other support programs:

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

E.V. Cain Middle School 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. 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,673	\$48,064
Mid-Range Teacher Salary	\$65,381	\$75,417
Highest Teacher Salary	\$84,317	\$94,006
Average Principal Salary (Elementary)	\$93,866	\$119,037
Average Principal Salary (Middle)	\$103,480	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$150,521	\$183,692
Percent of Budget for Teacher Salaries	30.0	36.0
Percent of Budget for Administrative Salaries	6.0	6.0

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 days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. The focus of these days includes content specific reading instruction, CAASPP and CAST test preparedness, improving school culture, and ELD instruction.