

# Glen Edwards Middle School

204 L Street • Lincoln, Ca. 95648-1825 • 916-645-6370 • Grades 6-8

Stacey Brown, Principal  
kcallahan@wpusd.k12.ca.us

## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### Western Placer Unified School District

600 6th. Street, Suite 400  
Lincoln, Ca. 95648  
916-645-6350  
www.wpusd.k12.ca.us

#### District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

#### District Administration

Scott Leaman  
Superintendent

Kerry Callahan  
Asst. Supt. Curriculum

Audrey Kilpatrick  
Asst. Supt. Business

Ryan Davis  
Asst. Supt. H.R.

### School Description

Glen Edwards Middle School (GEMS) is one of two middle schools within the Western Placer Unified School District boundaries, serving approximately 800 students, grades sixth through eighth. Glen Edwards is located in the city of Lincoln, a changing semi-rural community situated in Placer County at the base of the Sierra Nevada Mountains. Students are our number one priority and our staff is dedicated to the shared mission of: creating a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 916-645-6370.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	256
Gr. 7	234
Gr. 8	223
<b>Total</b>	<b>713</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	1.1
Asian	2.4
Filipino	1.4
Hispanic or Latino	42.4
Native Hawaiian/Pacific Islander	0.6
White	47.5
Two or More Races	3.5
Socioeconomically Disadvantaged	54.4
English Learners	13.7
Students with Disabilities	12.8

## 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			
Glen Edwards Middle School	12-13	13-14	14-15
Fully Credentialed	29	29	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	2	2	1
Western Placer Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	295
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Glen Edwards Middle School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	2	0
Vacant Teacher Positions	0	0	0

\* "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

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	84.11	15.89
Districtwide		
All Schools	33.13	66.87
High-Poverty Schools	27.93	72.07
Low-Poverty Schools	39.09	60.91

\* 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 2014-15)**

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2014**

<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Holt Literature & Language Arts Introductory Course, First Course and Second Course
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Pearson Digits (6-8) Carnegie Learning Integrated 1 (grade 8)
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Prentice Hall- Earth Science, Life Science, Physical Science
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Holt- World History Ancient Civilization, World History Early Modern Times, United History Independence to 1914.
<b>Foreign Language</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: N/A	N/A
<b>Health</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: N/A	N/A
<b>Visual and Performing Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: N/A	N/A
<b>Science Laboratory Equipment</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: N/A	N/A

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

The campus is in good repair. New energy management system & thermostats installed throughout campus, Oct. 2014. Staff break room re-carpeted, new cabinets, water heater installed by maintenance, Dec. 2014

**School Facility Good Repair Status (Most Recent Year)**

**Year and month in which data were collected: November, 2014**

<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	restrooms will be upgraded, summer 2015, dependent on budget.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Raised sidewalks were taken down to eliminate trip hazards, trees removed, summer 2014.
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: November, 2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Lifted sidewalk areas were taken down to eliminate trip hazards. Chain-link fence removed from front of campus, July, 2013. New fencing installed, Sept. 2014
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	64	61	65	63	60	65	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	54	53	50	59	62	58	54	56	55
Math	50	46	32	51	51	48	49	50	50
HSS	46	50	54	46	50	46	48	49	49

\* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	6	5	4
Similar Schools	1	1	1

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	21.5	25.9	33.8

\* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	65
All Student at the School	65
Male	74
Female	58
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	52
Native Hawaiian/Pacific Islander	
White	76
Two or More Races	64
Socioeconomically Disadvantaged	55
English Learners	4
Students with Disabilities	26
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	5	-13	-29
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	33	-28	-31
Native Hawaiian/Pacific Islander			
White	-10	-6	-28
Two or More Races			
Socioeconomically Disadvantaged	14	-14	-37
English Learners	21	-20	-27
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## 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

Parents and family members are encouraged to be involved. Opportunities for involvement include: the School Site Council (SSC); Association of Parents, Teachers, and Students (APTS); classroom visitations; and fundraising for specific programs.

### 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.

### School Safety Plan

Goal:  
To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

Objectives:

- Increase consistency among staff related to discipline and procedures; thus, reducing the amount of time students out of the classroom due to discipline/consequences.
- Increase courtesy and mutual respect among our students and staff.
- Increase student ownership and pride of their environment and behavior.

The School Safety Plan is reviewed annually and approved by the Site Based Leadership Team and the School Board.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	9.4	8.2	8.6
Expulsions Rate	0.0	0.4	0.0
District	11-12	12-13	13-14
Suspensions Rate	3.0	3.4	3.7
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		66.7

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist	0
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

\* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6	6	27	31	1	11	12	0	23	12	0	16	27
English	25	21	22	6	11	10	10	9	5	4	5	7
Math	24.5	25	24	7	4	8	8	8	5	5	6	6
Science	32	30	32	1	1		3	7	5	11	7	9
SS	33.1	30	32	0	2		4	7	5	10	7	9

\* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$33,631	\$41,243
Mid-Range Teacher Salary	\$63,016	\$64,893
Highest Teacher Salary	\$82,867	\$83,507
Average Principal Salary (ES)	\$97,651	\$103,404
Average Principal Salary (MS)	\$101,020	\$109,964
Average Principal Salary (HS)	\$112,540	\$120,078
Superintendent Salary	\$153,657	\$183,557
Percent of District Budget		
Teacher Salaries	43	40
Administrative Salaries	6	6

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,988	\$1,871	\$6,117	\$67,734
District	♦	♦	\$5,672	\$66,280
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			7.8	2.2
Percent Difference: School Site/ State			30.4	0.0

### Types of Services Funded at Glen Edwards Middle School

Staff professional development, instructional support, and extended learning time are funded by Title I. Staff professional development, instructional materials and support for English Learners are funded by EIA. Specific programs include AVID and STRIVE, a Language Arts and Math intervention during the school day.

### Professional Development provided for Teachers at Glen Edwards Middle School

Western Placer Unified School District provides a District Staff Development day at the beginning of the school year. Additionally, many opportunities are available for staff development credit, both during the school day and after hours for Staff Development Buyback credit. Teachers and administration have attended GATE and Pre-AP SpringBoard trainings. Teachers have attended the Ca. Assoc. of Student Body Officers, Ca. Bilingual Educators trainings and the National Sci. Teacher Association conference. English teachers have received professional development by Katie Kinsella and Lori Olsen. All teachers have attended the DuFour PLC conference and many have been trained in AVID strategies.

### 2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

\* 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.

### CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Glen Edwards Middle School	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
Western Placer Unified School District	2011-12	2012-13	2013-14
English-Language Arts	59	58	34
Mathematics	54	57	33
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* 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.

### Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			



Dropout Rate and Graduation Rate			
Glen Edwards Middle School	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
Western Placer Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

**Career Technical Education Programs**