



Glen Edwards Middle School

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

Lance Van Court, Principal

lvancourt@wpusd.org

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Western Placer Unified School District

600 6th Street, Suite 400
Lincoln, CA 95648
(916) 645-6350
www.wpusd.org

District Governing Board

Kris Wyatt, President

Damian Armitage, Vice President

Brian Haley, Clerk

Criste Freymond, Member

Jason Price, Member

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Deputy Superintendent,
Educational Services

Audrey Kilpatrick
Assistant Superintendent, Business
Services

Gabe Simon
Assistant Superintendent, Human
Resources

School Description

Glen Edwards Middle School (GEMS) is one of two middle schools within the Western Placer Unified School District boundaries, serving approximately 900 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. In addition to a robust core academic program, Glen Edwards is proud of the excellent electives we offer our students. Students have the opportunity to participate in Art, Broadcasting, Music, Computer Science, Leadership and Photography/Ceramic. The school has just finished a major remodel which will add state-of-the-art classrooms, a new gymnasium, and a new administration office.

This year our teachers have worked extremely hard to set up a learning model that gives students autonomy and meets the learning needs of those willing to come to school in person as well as those that feel that need to learn through our online program called interCONNECT. There have been various professional development offerings through the district to support our teachers in a hybrid learning environment. Teachers have implemented those strategies as part of our learning model. Teachers are also offering office hours to meet the learning needs of their students.

The mission statement for Glen Edwards: The mission of Glen Edwards Middle School (GEMS) is to prepare all students for success in high school and beyond.

About the SARC

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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	270
Grade 7	287
Grade 8	312
Total Enrollment	869

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.9
Asian	1.6
Filipino	2.1
Hispanic or Latino	40.9
Native Hawaiian or Pacific Islander	0.8
White	49.3
Two or More Races	1.8
Socioeconomically Disadvantaged	47.3
English Learners	13.1
Students with Disabilities	10.5
Foster Youth	0.2
Homeless	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 for Glen Edwards Middle	18-19	19-20	20-21
With Full Credential	39	38	38
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	2	0	0

Teacher Credentials for Western Placer Unified	18-19	19-20	20-21
With Full Credential	♦	♦	325
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Glen Edwards Middle School

Indicator	18-19	19-20	20-21
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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Grade 6-8: Amplify ELA (Adopted 2018)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Pearson Digits (Grades 6-8) - Adopted 2014 Carnegie Learning Integrated 1 (Grade 8 Honors) - Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Grades 6-8: Prentice Hall- Focus on Science for California (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Grades 6-8: Holt Rinehart & Winston History Social Studies (Adopted 2006)</p> <p>New materials are currently being piloted for future adoption.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/28/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Good	Interior surfaces appear to be clean, safe, and functional. Interior surfaces appear to be clean, safe, and functional. Flooring is free of hazards from torn carpeting, missing floor tiles, holes. Ceiling is free of hazards from missing ceiling tiles and holes. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Restrooms are maintained and cleaned regularly. Restrooms are fully operational. Restrooms are stocked with toilet paper, soap, and paper towels. Restrooms are open during school hours. Drinking fountains appear to be accessible and functioning as intended. Drinking fountains are accessible. Water pressure is adequate. A leak is not evident. There is no moss, mold, or excessive staining on the fixtures. The water is clear and without unusual taste or odor.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Significant cracks, trip hazards, holes and deterioration are not found. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment. Seating, tables, and equipment are functional and free of significant cracks. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
Overall Rating	Exemplary	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	52	N/A	57	N/A	50	N/A
Math	45	N/A	45	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 Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	38	N/A	35	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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
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.

CAASPP Test Results in Science 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 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
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.

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 2020-21)

Parents and family members are encouraged to be involved. Opportunities for involvement include: the School Site Council (SSC), English Language Advisory Committee (ELAC), Association of Parents, Teachers, and Students (APTS); classroom visitations, parent information nights and fundraising for specific programs. We are also working on adding opportunities for parents to come in after hours and find more about what their child is learning in class and to give them opportunities to complete hands on activities with their child. For example, this year we will be having a Science Night to help promote the love of Science and have parents be able to work with their child and their teachers in a fun, relaxing environment.

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.

School Safety Plan (School Year 2020-2021)

Component I:

School Culture/Climate

Goal:

Create a positive, professional, and productive environment amongst students and staff through the use of Positive Behavior Interventions and Supports (PBIS).

Objectives:

Continue to increase consistency among staff related to discipline, and procedures; thus, reducing the amount of time students are out of the classroom (missing instruction) for discipline/consequences.

Continue to increase courtesy and mutual respect among our students and staff.

Continue to increase student ownership and pride of their environment and behavior.

Continue to increase staff ownership and pride of their environment.

Continue to stay connected to our students who are learning through interCONNECT and making them feel as they are a part of the school even though they are learning from home.

Continue to reach out and establish re-engagement plans for interCONNECT students who are not 60% or more engaged in their learning.

Component II:**Physical Environment****Goal:**

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

Objectives:

Maintain new landscaping along the front of the school.

Evaluate the overall safety of the physical structure and prioritize the list for necessary improvements.

Continue looking for more ways to minimize unsafe actions and injuries on campus during all times of the day.

Increase student interest in campus cleanliness: promote recycling, litter removal, and restroom maintenance.

Maintain secure gates, especially the main gate at 3rd and M.

Continue to add security cameras (based on the availability of funds).

Completion Date and Budget:

For camera installation, once we own the new building. Budget: Safety money, Site Plan, and District level facilities

Resources Needed:

Additional cameras

Evaluation of the Objective:

1. Evaluation will be monitored for compliance as needed

2. Timeline for implementation will be throughout the school year and into the Fall of 2021.

Glen Edwards' comprehensive safety plan was revised and updated in October 2020. It is reviewed annually and approved by the Site-Based Leadership Team, School Site Council and the School Board. The school safety plan is comprised of district protocols, policies, and procedures for emergencies. Our current school safety plan is designed based on the Standard Response Protocol (SRP) system, which includes different levels of response including Lockout, Lockdown, Evacuate, and Shelter. Drills for each response are practiced multiple times each year, based on state law and district office directives.

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	5.9	5.3	1.9	2.1	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	3.9	2.4	
Expulsions	0.0	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.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	434.5

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	0.6

*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 (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* 1-20	2017-18 # of Classes* 21-32	2017-18 # of Classes* 33+	2018-19 Average Class Size	2018-19 # of Classes* 1-20	2018-19 # of Classes* 21-32	2018-19 # of Classes* 33+	2019-20 Average Class Size	2019-20 # of Classes* 1-20	2019-20 # of Classes* 21-32	2019-20 # of Classes* 33+
English	20	12	17	2	21	11	15	2	25	9	18	1
Mathematics	21	12	14	2	25	4	17	2	27	5	18	1
Science	25	5	15	4	27	3	16	3	27	7	9	6
Social Science	26	3	19	2	26	4	17	2	29	3	14	4

*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.

Professional Development (Most Recent Three Years)

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

Western Placer Unified School District provides a District Staff Development day towards 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 AVID training during the summertime which has had strategies implemented throughout the school year. Teachers have attended the Ca. Assoc. of Student Body Officers, the Ca. Assoc. of Bilingual Educators training and the National Sci. Teacher Association conference. English and Math teachers attended a one-day training to discuss essential standards that need to be covered for the rest of the year. Teachers developed "scoreboards" to measure how students were progressing with those standards. The Placer County Office of Ed. provides professional development in Common Core strategies for core subjects which are attended by our teachers. Administrators attend Non-Crisis Intervention through PCOE. They also attended an EL Roadmap training from Educational Services. The administration has attended multiple trainings with Laura Lipton; the administration also works individually with coaches to help mentor and implement policies at the site. Administration and Special Education staff has attended a co-teaching conference together to better understand and implement the co-teaching model. Training and implementation of Youth Development Institute (YDI) program are being instituted district-wide. Our Counselor has attended prof. development in College to Career programs and our history teachers attended the Ca. History Project Conference at UCD. Various teachers attended Project Lead the Way Training and have implemented those teaching programs in a class. The ELD teacher has attended a district Guided Language Acquisition and Design (GLAD) training as well as a full eight-day training by GLAD. Additionally, the ELD teacher meets with the district ELD TOSA regularly for continued coaching and strategy implementation.

Many of these trainings were delayed or had to be attended virtually due to COVID which happened in March of 2019.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,082	\$49,782
Mid-Range Teacher Salary	\$71,358	\$76,851
Highest Teacher Salary	\$94,063	\$97,722
Average Principal Salary (ES)	\$110,406	\$121,304
Average Principal Salary (MS)	\$119,900	\$128,629
Average Principal Salary (HS)	\$127,942	\$141,235
Superintendent Salary	\$189,844	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,222	\$3,593	\$7,629	\$77,585
District	N/A	N/A	\$7,713	\$79,810
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.1	-2.8
School Site/ State	-1.6	-2.1

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

Types of Services Funded

Staff professional development, instructional support, and extended learning time are funded by Title I and Supplemental Funds. Glen Edwards students have the opportunity to participate in a variety of special programs. Special Education and Intervention classes are offered utilizing district, state and federal funds. A wide variety of elective classes are offered including art, band, guitar, Leadership, Video Production, Year Book, Computers, Robotics, AVID and Ag. Science.

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.