

# Glen Edwards Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



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

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Glen Edwards Middle School
<b>Street</b>	204 L Street
<b>City, State, Zip</b>	Lincoln
<b>Phone Number</b>	9166456379
<b>Principal</b>	Ana Castillo
<b>Email Address</b>	acastillo@wpusd.org
<b>School Website</b>	<a href="https://gems.wpusd.org/">https://gems.wpusd.org/</a>
<b>County-District-School (CDS) Code</b>	CA

## 2022-23 District Contact Information

<b>District Name</b>	Western Placer Unified School District
<b>Phone Number</b>	(916) 645-6350
<b>Superintendent</b>	Kerry Callahan
<b>Email Address</b>	kcallahan@wpusd.org
<b>District Website Address</b>	www.wpusd.org

## 2022-23 School Overview

Glen Edwards Middle School (GEMS) is one of two middle schools within the Western Placer Unified School District boundaries, serving approximately 753 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 Ceramics. 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 are working very hard to meet the social-emotional needs of our students. We have set up supports such as a Learning Center, and an After School Study Hall to support academics, and added an additional school counselor and Wellness Center to support our social-emotional needs. All Glen Edwards Middle School students can access these various supports as needed. Teachers have also implemented these supports as part of our learning model.

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 this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	285
Grade 7	245
Grade 8	276
Total Enrollment	806

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.9
Asian	2.1
Black or African American	1.6
Filipino	2.0
Hispanic or Latino	43.5
Native Hawaiian or Pacific Islander	0.6
Two or More Races	2.9
White	46.3
English Learners	14.5
Foster Youth	0.5
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	47.4
Students with Disabilities	10.8

## A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.10	96.45	332.80	75.58	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.60	1.51	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.33	6.70	1.53	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	81.90	18.61	12115.80	4.41
Unknown	0.80	2.21	12.20	2.77	18854.30	6.86
<b>Total Teaching Positions</b>	<b>37.50</b>	<b>100.00</b>	<b>440.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.50	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	Grade 6-8: Amplify ELA (Adopted 2018)	Yes	0
<b>Mathematics</b>	Pearson Digits (Grades 6-8) - Adopted 2014 Carnegie Learning Integrated 1 (Grade 8 Honors) - Adopted 2014 Pearson Digits (Grades 6-8) - Adopted 2014	Yes	0
<b>Science</b>	Green Ninja (Grades 6-8) - Adopted 2022	Yes	0
<b>History-Social Science</b>	TCI History Alive! (Grades 6-8) - Adopted 2019	Yes	0
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	N/A		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		N/A

School Facility Conditions and Planned Improvements				
Year and month of the most recent FIT report			10/2022	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			MP/Spirit Center: Mechanical equipment needs upgraded 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 not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
<b>Interior:</b> Interior Surfaces	X			Interior surfaces appear to be clean, safe, and functional.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			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.
<b>Electrical</b>	X			Exterior hardcourt :light damaged There is no evidence that any portion of the school has a power failure. 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.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			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

## School Facility Conditions and Planned Improvements

			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.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		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).
<b>Structural:</b> Structural Damage, Roofs	X		A-14 Workroom: Roof leak A-12: Roof leak A-10 Staff Lounge: Roof leak A-9: Roof leak A-7: Roof leak 101: Roof leak in science prep hall 201: Roof leak 207: Roof leak 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. Roof systems appear to be functioning properly.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		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. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	49	N/A	56	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	30	N/A	40	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	794	773	97.36	2.64	49.03
<b>Female</b>	378	371	98.15	1.85	53.66
<b>Male</b>	416	402	96.63	3.37	44.78
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	18	18	100.00	0.00	66.67
<b>Black or African American</b>	17	16	94.12	5.88	43.75
<b>Filipino</b>	17	17	100.00	0.00	58.82
<b>Hispanic or Latino</b>	345	338	97.97	2.03	41.12
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	25	22	88.00	12.00	40.91
<b>White</b>	361	351	97.23	2.77	55.59
<b>English Learners</b>	92	90	97.83	2.17	7.78
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	367	359	97.82	2.18	41.34
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	82	78	95.12	4.88	10.53

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	794	766	96.47	3.53	30.07
<b>Female</b>	378	366	96.83	3.17	28.14
<b>Male</b>	416	400	96.15	3.85	31.83
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	18	18	100.00	0.00	55.56
<b>Black or African American</b>	17	16	94.12	5.88	25.00
<b>Filipino</b>	17	17	100.00	0.00	31.25
<b>Hispanic or Latino</b>	345	336	97.39	2.61	21.13
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	25	23	92.00	8.00	26.09
<b>White</b>	361	345	95.57	4.43	37.39
<b>English Learners</b>	92	92	100.00	0.00	3.26
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	367	353	96.19	3.81	21.31
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	82	77	93.90	6.10	3.90

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	31.15	NT	36.63	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	271	260	95.94	4.06	31.15
<b>Female</b>	118	116	98.31	1.69	30.17
<b>Male</b>	153	144	94.12	5.88	31.94
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	118	116	98.31	1.69	22.41
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	8	72.73	27.27	--
<b>White</b>	123	117	95.12	4.88	35.04
<b>English Learners</b>	24	24	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	123	118	95.93	4.07	19.49
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	28	28	100	0	7.14

## B. Pupil Outcomes

### 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 area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	93	95	89	95	95

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

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 and Math Night to help promote the love of these subjects and have parents be able to work with their child and their teachers in a fun, relaxing environment.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	858	843	237	28.1
Female	407	401	115	28.7
Male	451	442	122	27.6
American Indian or Alaska Native	9	9	3	33.3
Asian	18	18	5	27.8
Black or African American	17	16	6	37.5
Filipino	18	18	3	16.7
Hispanic or Latino	373	368	104	28.3
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	23	23	10	43.5
White	393	384	105	27.3
English Learners	125	125	32	25.6
Foster Youth	8	7	5	71.4
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	424	418	148	35.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	103	99	45	45.5

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.72	1.72	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	3.51	9.56	1.03	3.12	0.20	3.17
Expulsions	0.00	0.82	0.00	0.17	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.56	0.82
Female	5.16	0.00
Male	13.53	1.55
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	17.65	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.12	1.34
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.04	0.00
White	10.43	0.51
English Learners	9.60	0.80
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	11.32	1.42
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.74	0.97



## 2022-23 School Safety Plan

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 hold SST meetings and establish tier two intervention plans for students who are struggling academically.

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:  
Now that we own the new building, cameras have been installed. Budget: Safety money, Site Plan, and District level facilities

Resources Needed:  
Additional cameras

Evaluation of the Objective:  
Evaluation will be monitored for compliance as needed  
We have identified our areas of need and will be looking to add more cameras.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	9	18	1
Mathematics	27	5	18	1
Science	27	7	9	6
Social Science	29	3	14	4

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	6	18	2
Mathematics	27	3	15	3
Science	27	5	16	
Social Science	28	1	19	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	6	17	1
Mathematics	28	2	17	1
Science	25	8	11	2
Social Science	27	2	15	2

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	403

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.9
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11687	4004	7683	80141
District	N/A	N/A	8033	81795
Percent Difference - School Site and District	N/A	N/A	-4.5	-2.0
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	15.3	-3.6

## 2021-22 Types of Services Funded

We take pride in the staff development that we offer. Each Monday staff has the opportunity to collaborate in their PLC teams. During the PLC Monday we will offer specialized training to support the teachers such as Co-teacher training. We have paid teachers to stay later or to work during their prep periods in order to obtain support for professional development. We also fund subs to offer professional development during the school day for our Math, English Language Arts, and Science departments. These trainings take place twice a year for a full day. During these professional development days, we look at academic data and discuss the improvements in instructional practices. We also encourage our teachers to attend conferences and professional development outside of WPUUSD to support their practice.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		\$52,478
<b>Mid-Range Teacher Salary</b>		\$80,810
<b>Highest Teacher Salary</b>		\$101,276
<b>Average Principal Salary (Elementary)</b>		\$127,080
<b>Average Principal Salary (Middle)</b>		\$134,264
<b>Average Principal Salary (High)</b>		\$147,200
<b>Superintendent Salary</b>		\$242,351
<b>Percent of Budget for Teacher Salaries</b>	35%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

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 two, one-day trainings 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 that 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 DuFour trainings surrounding PLCs; the administration also works individually with coaches to help mentor and implement policies at the site. Administration and Special Education staff have attended a co-teaching conference together to better understand and implement the co-teaching model. Training and implementation of the Youth Development Institute (YDI) program are being instituted district-wide. Our Counselors have 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	12