

# Glen Edwards Middle School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Glen Edwards Middle School
<b>Street</b>	204 L Street
<b>City, State, Zip</b>	Lincoln, CA, 95648
<b>Phone Number</b>	9166456379
<b>Principal</b>	Jessica Fernandez
<b>Email Address</b>	jfernandez@wpusd.org
<b>School Website</b>	<a href="https://gems.wpusd.org/">https://gems.wpusd.org/</a>
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	31-66951-0000000

### 2024-25 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</b>	www.wpusd.org

### 2024-25 School Description and Mission Statement

Glen Edwards Middle School (GEMS) is one of two middle schools within the Western Placer Unified School District boundaries, serving approximately 815 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, Drama, Sports Literature and Ceramics.

## 2024-25 School Description and Mission Statement

Glen Edwards completed campus renovations in 2021 which provided 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 Before/After School Study Hall, after-school designated Math tutoring to support academics, 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: Glen Edwards Middle School (GEMS) exists to create a positive environment of high expectations that provides opportunities for all to grow academically, emotionally, and socially.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	263
Grade 7	247
Grade 8	288
Total Enrollment	798

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	0.4
Asian	2.4
Black or African American	2.1
Filipino	0.9
Hispanic or Latino	44.4
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.6
White	43.4
English Learners	11.3
Foster Youth	0.5
Homeless	3.3
Migrant	0.3
Socioeconomically Disadvantaged	45
Students with Disabilities	13.5

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.10	96.45	332.80	75.58	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.60	1.51	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	1.33	6.70	1.53	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	81.90	18.61	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.40	94.39	363.00	79.27	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.10	0.69	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.80	1.94	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.30	3.44	68.00	14.85	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.80	2.15	14.80	3.25	15831.90	5.67
<b>Total Teaching Positions</b>	<b>38.60</b>	<b>100.00</b>	<b>458.00</b>	<b>100.00</b>	<b>279044.80</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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35.50	92.61	368.30	78.80	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.10	0.42	3.20	0.70	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	0.42	12.70	2.72	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.80	2.16	63.80	13.66	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.60	4.32	19.20	4.11	14303.80	5.15
<b>Total Teaching Positions</b>	38.40	100.00	467.40	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.50	0.00	0.1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.50	0.00	0.1

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.00	0.8
<b>Local Assignment Options</b>	0.00	0.30	0
<b>Total Out-of-Field Teachers</b>	0.00	1.30	0.8

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0.5
<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	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grade 6-8: Amplify ELA (Adopted 2018)	Yes	0
<b>Mathematics</b>	McGrawHill Reveal Math (Grades 6-8) - Adopted 2023 Integrated Math 1: McGraw Hill Reveal Math (adopted 2022)	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	N/A

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

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report 12/2024

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 4,250 sq ft: Mechanical equipment needs upgrade

## School Facility Conditions and Planned Improvements

			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		A-9 364 sq ft: Stained ceiling tiles A-8 1,115 sq ft: Stained ceiling tiles A-Wing Restrooms 384 sq ft: Interior wall touch up paint needed Boys Locker Room 1,023 sq ft: Vestibule needs repainted Girls Locker Room 1,176 sq ft: Vestibule needs repainted 101 1,285 sq ft: Stained ceiling tiles 201 907 sq ft: Stained ceiling tiles 203 909 sq ft: Upper story hallway needs touch up paint 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		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 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		P-2 960 sq ft: Front of portable needs repainted P-3 960 sq ft: Front of portable needs repainted 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



## School Facility Conditions and Planned Improvements

			chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
<b>Structural:</b> Structural Damage, Roofs		X	<p>A-14 Workroom 806 sq ft: Roof fascia dry rot evident  A-12 990 sq ft: Roof fascia trim dry rot evident  A-10 Staff Lounge: Roof leak  A-7: Roof leak  B-4 870 sq ft: Roof fascia dry rot evident  MP/Spirit Center: Roof fascia trim dry rot evident, active roof leak  Kitchen 1,392: Roofing membrane is degraded and needs replaced  P-1 960 sq ft: Fascia trim damage  201: Roof leak</p> <p>There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings &amp; 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.</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X	<p>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.</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

### 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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	39	45	55	53	46	47
<b>Mathematics</b> (grades 3-8 and 11)	30	33	42	42	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	795	770	96.86	3.14	44.99
Female	386	369	95.60	4.40	50.68
Male	409	401	98.04	1.96	39.75
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	52.38
Black or African American	19	14	73.68	26.32	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	350	340	97.14	2.86	36.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	49	98.00	2.00	62.50
White	340	331	97.35	2.65	49.85
English Learners	80	78	97.50	2.50	5.13
Foster Youth	--	--	--	--	--
Homeless	32	31	96.88	3.12	16.13
Military	0	0	0	0	0
Socioeconomically Disadvantaged	295	285	96.61	3.39	34.04
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	109	104	95.41	4.59	16.35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	795	768	96.60	3.40	33.33
<b>Female</b>	386	367	95.08	4.92	29.43
<b>Male</b>	409	401	98.04	1.96	36.91
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	21	21	100.00	0.00	38.10
<b>Black or African American</b>	19	14	73.68	26.32	28.57
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	350	339	96.86	3.14	25.07
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	50	49	98.00	2.00	48.98
<b>White</b>	340	330	97.06	2.94	38.48
<b>English Learners</b>	80	78	97.50	2.50	5.13
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	32	30	93.75	6.25	13.33
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	295	284	96.27	3.73	24.65
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	109	103	94.50	5.50	12.62

## 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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	18.86	25.28	36.03	33.43	30.29	30.73

## 2023-24 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>	282	269	95.39	4.61	25.28
<b>Female</b>	142	133	93.66	6.34	21.80
<b>Male</b>	140	136	97.14	2.86	28.68
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	114	107	93.86	6.14	14.02
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	17	100.00	0.00	29.41
<b>White</b>	135	130	96.30	3.70	33.85
<b>English Learners</b>	26	24	92.31	7.69	4.17
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	13	12	92.31	7.69	16.67
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	101	96	95.05	4.95	18.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	30	88.24	11.76	3.33

## 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.

#### 2023-24 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. The administration of the PFT requires only participation results 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	99%	99%	99%	99%	99%

## 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.

#### 2024-25 Opportunities for Parental Involvement

Parents and family members are strongly encouraged to actively participate in various aspects of school life. There are multiple avenues for involvement, such as engaging with the School Site Council (SSC), English Language Advisory Committee (ELAC), and the Association of Parents, Teachers, and Students (APTS). Additionally, opportunities include attending classroom visitations, participating in parent information nights, and contributing to fundraising efforts for specific programs.

In our ongoing efforts to enhance parental engagement, we are developing opportunities for parents to visit the school after hours. This initiative aims to provide parents with insights into their child's learning experience and offer hands-on activities for them to enjoy together. For instance, this academic year, we will host a STEAM (science, technology, engineering, art, and math) Night. This event is designed to foster a love for these subjects and create a space for parents to collaborate with their child and teachers in a fun and relaxed environment.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	834	826	119	14.4
Female	408	402	65	16.2
Male	426	424	54	12.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	23	3	13.0
Black or African American	21	20	4	20.0
Filipino	--	--	--	--
Hispanic or Latino	362	361	45	12.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	45	45	7	15.6
White	361	357	57	16.0
English Learners	96	94	8	8.5
Foster Youth	--	--	--	--
Homeless	39	38	12	31.6
Socioeconomically Disadvantaged	406	401	86	21.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	117	117	26	22.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
9.56	9.06	7.07	3.12	2.47	2.01	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.82	0.98	0.36	0.17	0.12	0.04	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.07	0.36
Female	4.41	0.00
Male	9.62	0.70
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	12.00	0.00
Black or African American	9.52	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.73	0.83
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.67	0.00
White	6.09	0.00
English Learners	6.25	0.00
Foster Youth	0.00	0.00
Homeless	15.38	2.56
Socioeconomically Disadvantaged	9.36	0.74
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.53	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Component I:  
School Culture/Climate

## 2024-25 School Safety Plan

**Goal:**

Create a positive, productive and professional 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:**

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.

Increase student involvement/participation in campus safety.

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

**Completion Date and Budget:**

12 additional cameras installed throughout campus for 23/24 school year. 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.

## 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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	17	1
Mathematics	28	2	16	2
Science	26	3	17	
Social Science	24	8	14	

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23	6	17	2
Mathematics	25	7	12	2
Science	25	5	16	
Social Science	30	1	16	1

## 2023-24 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	1:406

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.8
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	\$14,888	\$4,590	\$10,299	\$87,620
<b>District</b>	N/A	N/A	\$10,270	\$88,148
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.3	-0.6
<b>State</b>	N/A	N/A	\$10,771	\$94,694
<b>Percent Difference - School Site and State</b>	N/A	N/A	-4.5	-7.8

## Fiscal Year 2023-24 Types of Services Funded

We take great pride in the ongoing professional development opportunities we provide for our staff. Every Monday, our staff has the chance to collaborate within their Peer Learning Committees (PLC teams). On these designated PLC Mondays, we offer specialized training sessions to support teachers, including Co-teacher training. To ensure accessibility, we compensate teachers for staying later or working during their prep periods to engage in professional development.

Furthermore, we allocate resources to fund substitute teachers, allowing for professional development sessions during regular school hours. These sessions cover essential areas such as AVID, ELD training, and collaborative curriculum planning for Math, English Language Arts, and Science departments. Conducted throughout the school year, these full-day trainings involve a comprehensive review of academic data and discussions on enhancing instructional practices.

In line with our commitment to continuous improvement, we encourage our teachers to attend conferences and seek professional development opportunities beyond the district (WPUSD). This approach contributes to the enrichment of their teaching practices and overall professional growth.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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>	\$54,259	\$58,855
<b>Mid-Range Teacher Salary</b>	\$92,257	\$92,519
<b>Highest Teacher Salary</b>	\$108,876	\$114,665
<b>Average Principal Salary (Elementary)</b>	\$129,656	\$142,791
<b>Average Principal Salary (Middle)</b>	\$134,787	\$151,078
<b>Average Principal Salary (High)</b>	\$148,891	\$167,094
<b>Superintendent Salary</b>	\$261,664	\$281,086
<b>Percent of Budget for Teacher Salaries</b>	33%	31%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

Western Placer Unified School District initiates a District Staff Development day at the commencement of each school year. Furthermore, numerous opportunities exist for staff to earn development credits, both during regular school hours and after-hours for Staff Development Buyback credit. In the summer, teachers and administrators have actively participated in AVID training, with the strategies acquired being implemented throughout the school year.

Attendance at various events includes the California Association of Student Body Officers, the California Association of Bilingual Educators training, and the National Science Teacher Association conference. English and Math teachers participated in two one-day training sessions to discuss essential standards for the remainder of the academic year. They also analyze ALEKS and iReady data to assess student progress against these standards.

The Placer County Office of Education provides professional development in Common Core strategies for core subjects, attended by our teachers. The PBIS Committee engages in continuous PBIS training offered through PCOE. Administrators undergo Solution Tree Training, Crisis Response Training, and an EL Roadmap training from Educational Services. The administration actively participates in multiple Solution Tree trainings surrounding Professional Learning Communities (PLCs) and collaborates individually with coaches to mentor and implement policies at the site.

Administration and Special Education staff jointly attended a co-teaching conference to enhance understanding and implementation of the co-teaching model. District-wide, there is ongoing training and implementation of the Youth Development Institute (YDI) program. The administration attended updates on Student Discipline, Special Education Discipline, Expulsions and readmissions, and Title IX by Dora Dome Law.

Counselors engage in professional development through the California Association of School Counselors (CASC) conferences, covering training in College to Career programs, data-informed school counseling programming, and Social-Emotional Learning (SEL) development and implementation. They also attended California Student Aid Commission Training for financial aid.

Various teachers attend AVID Training throughout the school year and integrate those teaching practices into their classrooms. The administration and the Student Leadership teacher attended The California Activities Director Association conference (CADA). The ELD teacher received district Guided Language Acquisition and Design (GLAD) training, along with a full eight-day training by GLAD. Additionally, the ELD teacher regularly meets with the district ELD TOSA for continued coaching and strategy implementation.

In addition, the district is actively working to support PLC's across our campus. This includes administration being trained in the leading and coaching of PLC's. The development of a Guaranteed and Viable Curriculum, common assessments, and data collection to monitor and meet the needs of all learners. Solution tree has worked directly with our PLC's to support the

## Professional Development

development and learning across our campus.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12	18	18