



Glen Edwards Middle School

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

Stacey Brown, Principal

sbrown@wpusd.k12.ca.us

<http://gems.wpusd.k12.ca.us/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Western Placer Unified School District

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

District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

District Administration

Scott Leaman

Superintendent

Kerry Callahan

**Assistant 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.

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	276
Grade 7	319
Grade 8	297
Total Enrollment	892

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	1.1
Asian	3
Filipino	1.7
Hispanic or Latino	40.9
Native Hawaiian or Pacific Islander	0.7
White	50
Two or More Races	0
Socioeconomically Disadvantaged	46.9
English Learners	12.6
Students with Disabilities	12
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Glen Edwards Middle School	15-16	16-17	17-18
With Full Credential	38	39	38
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	1	1
Western Placer Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	345
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Glen Edwards Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Rinehart & Winston Literature and Language Arts (Adopted 2002) (State Waiver 2010)NOTE: New materials are being developed (Gr. 6) and piloted (Gr. 7-8) for adoption in 2018. CollegeBoard SpringBoard ELA, Student Edition, Grades 6-8. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson Digits (6-8) Carnegie Learning Integrated 1 (grade 8) CollegeBoard SpringBoard Math, Student Edition, Grades 6-8. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Prentice Hall- Earth Science, Life Science, Physical Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Holt- World History Ancient Civilization, World History Early Modern Times, United History Independence to 1914. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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) Year and month in which data were collected: 12/8/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			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			X	Room 4: Chipped paint on window frames, Damaged floor tiles Restroom: Chipping paint, Missing access panel cover Room 14: Paint on wall damaged/chipped Room 16: Damaged ceiling tiles, Carpet separating at seams Room 17: Damaged ceiling tiles Room 18: Damaged ceiling tiles Room 19: Damaged ceiling tiles, wall damage from students desk Office: Large crack in VAT flooring Gym Restroom: Missing/broken floor tiles, Broken cove base Room 29: Cove base missing, Interior door paint chipped Room 39: Detached panel in book storage room Room 41: Damaged ceiling tiles, Door closer broken

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/8/17

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Room 46: Ceiling tile damaged
Cleanliness: 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.
Electrical: Electrical	X			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		X		Room 7: Low water pressure Restroom: Chipping paint, Missing access panel cover Room 15: Drinking fountain not working Gym Restroom: Missing/broken floor tiles, Broken cove base
Safety: 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).
Structural: Structural Damage, Roofs	X			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. Room 6: Stained ceiling tiles Room 8: Stained ceiling tiles Room 10: Stained ceiling tiles Room 11: Stained ceiling tiles Room 15: Stained ceiling tiles Room 2: Stained ceiling tiles Library: Roof drain not working
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 4: Chipped paint on window frames, Damaged floor tiles Hallway: Broken window, Chipping paint

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/8/17					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
				Room 41: Damaged ceiling tiles, Door closer broken Room 43: Window latch broken	
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	50	47	53	54	48	48
Math	36	36	37	39	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	69	68	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.8	21	36

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	256	253	98.8	68.0
Male	135	132	97.8	74.2
Female	121	121	100.0	61.2
Hispanic or Latino	112	111	99.1	54.1
White	111	109	98.2	76.2
Socioeconomically Disadvantaged	128	127	99.2	54.3
English Learners	27	27	100.0	22.2
Students with Disabilities	24	23	95.8	34.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	885	870	98.31	47.24
Male	457	448	98.03	39.06
Female	428	422	98.6	55.92
Black or African American	16	15	93.75	66.67
American Indian or Alaska Native	--	--	--	--
Asian	24	24	100	66.67
Filipino	15	14	93.33	64.29
Hispanic or Latino	354	350	98.87	36.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	449	442	98.44	54.3
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	413	404	97.82	34.16
English Learners	212	212	100	23.58
Students with Disabilities	104	102	98.08	13.73
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	886	873	98.53	36.43
Male	457	449	98.25	35.19
Female	429	424	98.83	37.74
Black or African American	16	15	93.75	53.33
American Indian or Alaska Native	--	--	--	--
Asian	24	24	100	50
Filipino	15	14	93.33	57.14
Hispanic or Latino	355	351	98.87	23.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	449	444	98.89	44.59
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	414	407	98.31	23.34
English Learners	212	212	100	15.09
Students with Disabilities	104	102	98.08	10.78
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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.

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

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

Objectives:

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

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

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	5.8	6.2	5.9
Expulsions Rate	0.0	0.1	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.2	2.8	2.4
Expulsions Rate	0.0	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	66.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
	2014-15	2015-16	2016-17	1-22			23-32			33+		
				2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	20	21	23	9	14	8	15	12	18	1		1
Mathematics	22	23	24	9	11	10	12	6	9		5	6
Science	32	26	28		6	4	7	15	13	8	2	7
Social Science	29	29	28		2	3	18	15	14		3	6

* 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 provided for Teachers

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 GATE and Pre-AP SpringBoard training's. 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 teachers have received professional development by Katie Kinsella and Lori Olsen, and Step Up to Writing. In addition most of our teachers have received AVID training or are scheduled to attend AVID conferences. The Placer County Office of Ed. provides professional development in Common Core strategies for core subjects which are attended by our teachers. Administrators attend the Ca. League of Middle School Technology Conference, teachers and administration attend the State Title 1 Conference. Select math teachers have received certificates in the UC Davis STEAM program. Training in TESS teaching strategies as well as 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 UCLA. Various teachers attended Project Lead the Way Training and have implemented those teaching programs in class.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,519	\$46,511
Mid-Range Teacher Salary	\$70,300	\$73,293
Highest Teacher Salary	\$92,445	\$92,082
Average Principal Salary (ES)	\$108,030	\$113,263
Average Principal Salary (MS)	\$110,193	\$120,172
Average Principal Salary (HS)	\$126,014	\$131,203
Superintendent Salary	\$186,983	\$213,732
Percent of District Budget		
Teacher Salaries	39%	36%
Administrative Salaries	5%	5%

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

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,360	\$2,388	\$6,971	\$68,736
District	♦	♦	\$7,328	\$77,040
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-4.9	-10.8
Percent Difference: School Site/ State			6.0	-7.7

* Cells with ♦ do not require data.