Glen Edwards Middle School

600 Sixth st., Ste. 400 • Lincoln, Ca. 95648-1825 • 916-645-6370 • Grades 6-8
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2012-13 School Accountability Report Card
Published During the 2013-14 School Year

Western Placer Unified School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 916-645-6370.

School Description

Glen Edwards Middle School (GEMS) is one of two middle schools within the Western Placer Unified School District boundaries, serving approximately 730 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.

Opportunities for Parental Involvement

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

Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Gr. 6	228
Gr. 7	248
Gr. 8	210
Total	686

Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.4
American Indian or Alaska Native	1.3
Asian	2.5
Filipino	1.2
Hispanic or Latino	40.5
Native Hawaiian/Pacific Islander	0.4
White	49.7
Two or More Races	3.9
Socioeconomically Disadvantaged	52.5
English Learners	20.6
Students with Disabilities	10.5

Average Class Size and Class Size Distribution											
Average Class Size			**Number of Classrooms***								
			1-20			**21-32**			**33+**		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Gr. 6		6	27		1	11		0	23		0	16
English		25	18		6	11		10	9		4	5
Math		24.5	25		7	4		8	8		5	6
Science		32	30		1	1		3	7		11	7
SS		33.1	30		0	2		4	7		10	7

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	**10-11**	**11-12**	**12-13**
Suspensions Rate	17.17	16.4	11.1
Expulsions Rate	0.72	1.7	.58
Districtwide	**10-11**	**11-12**	**12-13**
Suspensions Rate	7.23		
Expulsions Rate	0.31		

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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

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

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

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:
- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: Jan, 2014

The campus is in good repair. The Administration building front office was remodeled Dec. 2013. New carpet, paint and furniture. The music classroom was also re-carpeted, summer 2013. Asphalt was re-sealed Nov. 2013. new Marquis installed Nov. 2013.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	sewer lines compromised by tree roots. On-going maintenance issue
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	restrooms will be remodeled dependent on budget, summer 2014
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Raised sidewalks were taken down to eliminate trip hazards.
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	Covered walkway and 2 wings roofs were re-coated, Nov. 2013
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Lifted sidewalk areas were taken down to eliminate trip hazards. Asphalt playground re-coated and sealed, Nov. 2013. Chain-link fence removed from front of campus, July, 2013
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
Schoolwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	31	32	29
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	1	2
Districtwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	♦	♦	297
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	**11-12**	**12-13**	**13-14**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	2
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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Western Placer Unified School District provided three Staff Development Days each year for the last three years. One Staff Development Day was taken as a furlough day in 2011 – 2012. Additionally, many opportunities are available for staff development credit, both during the school day and after hours for Staff Development Buyback credit.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	93.0	7.0
Districtwide		
All Schools	92.6	7.4
High-Poverty Schools	92.0	8.0
Low-Poverty Schools	92.9	7.1

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist	0
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	680

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,912	$1,985	$6,947	$71,417
District	♦	♦	$6,369	$65,417
State	♦	♦	$5,537	$67,106
Percent Difference: School Site/District			9.1	9.2
Percent Difference: School Site/ State			25.5	6.4

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$34,011	$40,928
Mid-Range Teacher Salary	$63,729	$64,449
Highest Teacher Salary	$83,804	$82,826
Average Principal Salary (ES)	$99,585	$102,640
Average Principal Salary (MS)	$103,020	$109,253
Average Principal Salary (HS)	$114,664	$118,527
Superintendent Salary	$156,004	$183,968
Percent of District Budget		
Teacher Salaries	42.2%	39.7%
Administrative Salaries	5.6%	5.8%

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

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2013

Textbooks and Instructional Materials	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Holt Literature & Language Arts Introductory Course, First Course and Second Course
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	McDougall Littel- Algebra l, Pre-Alg. Course l, Pre-Alg. Course ll
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Prentice Hall- Earth Science, Life Science, Physical Science
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Holt- World History Ancient Civilization, World History Early Modern Times, United History Independence to 1914.
Foreign Language The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: N/A	N/A
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: N/A	N/A
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: N/A	N/A
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: N/A	N/A

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:
- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

2013 STAR Results by Student Group				
Group	**Percent of Students Scoring at Proficient or Advanced**			
	ELA	**Math**	**Science**	**H-SS**
All Students in the LEA	58	48	60	46
All Student at the School	50	32	61	54
Male	46	34	68	59
Female	55	30	54	49
Black or African American				
American Indian or Alaska Native				
Asian	91	55		
Filipino				
Hispanic or Latino	36	22	51	40
Native Hawaiian/Pacific Islander				
White	59	39	67	64
Two or More Races	58	42		
Socioeconomically Disadvantaged	38	24	44	38
English Learners	10	8	17	16
Students with Disabilities	22	16	12	11
Students Receiving Migrant Education Services				

California Physical Fitness Test Results
The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
7	22.4	24.5	29.5

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

STAR Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced**								
	School			**District**			**State**		
	10-11	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**
ELA	54	53	50	59	62	58	54	56	55
Math	50	46	32	51	51	48	49	50	50
Science	46	64	61	62	63	60	57	60	59
H-SS	46	50	54	46	50	46	48	49	49

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible. 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.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	10-11	**11-12**	**12-13**
All Students at the School	5	-13	-28
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	33	-28	-31
Native Hawaiian/Pacific Islander			
White	-10	-6	-27
Two or More Races			
Socioeconomically Disadvantaged	14	-14	-36
English Learners	21	-20	-27
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2010**	**2011**	**2012**
Statewide	6	6	5
Similar Schools	2	1	1

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		36.0

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	643	4,827	4,655,989
	API-G	762	816	790
Black or African American	Students	2	74	296,463
	API-G		764	708
American Indian or Alaska Native	Students	7	61	30,394
	API-G		778	743
Asian	Students	17	183	406,527
	API-G	859	882	906
Filipino	Students	8	127	121,054
	API-G		871	867
Hispanic or Latino	Students	263	1,382	2,438,951
	API-G	711	767	744
Native Hawaiian/ Pacific Islander	Students	3	29	25,351
	API-G		758	774
White	Students	317	2,797	1,200,127
	API-G	794	836	853
Two or More Races	Students	26	174	125,025
	API-G	811	819	824
Socioeconomically Disadvantaged	Students	344	1,664	2,774,640
	API-G	704	751	743
English Learners	Students	141	704	1,482,316
	API-G	663	711	721
Students with Disabilities	Students	74	658	527,476
	API-G	560	646	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Admission Requirements for California's Public Universities

University of California
Admission requirements for the University of California (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 webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

* Specific high school courses
* Grades in specified courses and test scores
* 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 webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements
This table displays, by student group, the of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

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

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Schoolwide			
Dropout Rate (1-year)			
Graduation Rate			
Districtwide			
Dropout Rate (1-year)	7.20	5.40	5.40
Graduation Rate	92.62	91.64	94.40
Statewide			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination
The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
Schoolwide			
English-Language Arts			
Mathematics			
Districtwide			
English-Language Arts	86	87	91
Mathematics	86	85	94
Statewide			
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011–12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	4	---
Mathematics	4	---
Science	5	---
Social Science	3	---
All courses	18	

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	9	91		4	96	
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee