

# Edgewood Middle School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Edgewood Middle School
<b>Street</b>	1625 West Durness Street
<b>City, State, Zip</b>	West Covina, CA 91790
<b>Phone Number</b>	(626) 939-0600
<b>Principal</b>	Roni Maddox, Ed.D.
<b>E-mail Address</b>	rmaddox@wvusd.org
<b>Web Site</b>	<a href="http://ems.wvusd.org/">http://ems.wvusd.org/</a>
<b>CDS Code</b>	19-65094-6107296

<b>District Contact Information</b>	
<b>District Name</b>	West Covina Unified School District
<b>Phone Number</b>	(626) 939-4600
<b>Superintendent</b>	Charles Hinman, Ed.D.
<b>E-mail Address</b>	chinman@wcusd.org
<b>Web Site</b>	<a href="http://www.wcusd.org/">http://www.wcusd.org/</a>

## School Description and Mission Statement (School Year 2017-18)

### Welcome to Edgewood Middle School...

EMS has been serving our community as a middle school since 1988. We are committed to serving the needs of our middle school students and to using the District and State standards as a basis for our teaching. We strive every day to create a challenging curriculum that addresses the developmental, academic, social and emotional needs of our diverse student population. We encourage you to visit our school, our school website ([www.ems.wcusd.org](http://www.ems.wcusd.org)) and our classes to see the positive environment EMS provides for your child. We are looking forward to an exciting year and welcome you to be part of our learning community. Your involvement does make a difference!

There are 183 days in our school year. School begins the second week in August and ends the last week of May. The school day starts at 8:00 a.m. and ends at 2:59 p.m. The Administrative Office opens at 7:30 a.m. and closes at 4:00 p.m. daily. As of August 2017, there are approximately 560 students enrolled at EMS, 8% of whom are English Learners and 14% who are GATE.

### Mission Statement:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### Major Focuses:

- We have begun the journey to becoming an authorized International Baccalaureate (IB) Middle Years Programme (MYP) School.
- Teacher collaboration is a major catalyst for school-wide academic improvement. We have implemented the Professional Learning Communities (PLC) to allow teachers to collaborate on lessons, build common assessments, analyze data, and develop next steps.
- We have intensive reading and mathematics instruction embedded in the school day for all students.
- We have targeted intervention programs in place to improve student achievement in all academic subjects and to prepare for SBAC testing.
- Our parent involvement continues to increase.

### Focus on Continuous Improvement in 2017-18:

We are dedicated to accurately assessing our strengths and challenges so that student learning can be optimized. To achieve this goal we continue to refine the instructional program in the following ways:

- Increased focus on MYP Inquiry-Based and Conceptual-Based Instruction
- Continue the implementation of International Baccalaureate Middle Years Programme units, philosophies, and performance tasks
- Implementation of write across all content areas
- Increased focus on higher level thinking skills and depth of knowledge in lesson planning and instructional delivery
- Increased incorporation of technology to enhance instructional delivery and opportunities for students to utilize technological resources during the instructional day
- Increased focus on IB Approaches to Learning and Teaching skills
- Continued implementation of Thinking Maps in all content areas
- Continued implementation of Pictorial Math/Multiple Representations instructional strategies in Math courses
- Continued development of attendance, behavioral, and academic incentives
- Continued focus on test-taking strategies in core content areas

Systems, Structures, and Supports to Foster Continuous Improvement Throughout 2016-17:

- Monthly department chair, department, and staff meetings to hone teacher instructional efforts by focusing on research-based strategies and student data
- Weekly early release collaboration meetings to provide teachers the opportunity to plan lessons, share instructional strategies, and

analyze student achievement data in order to increase content mastery.

\* Weekly IB MYP to develop and support the creation of the IB unit plans

\* Weekly Professional Learning Communities (PLC) to support student learning through the use of data

- Maintenance of a "Leadership Team" comprised of teacher leaders who frequently collaborate with their departments on matters of instruction, budget, students and parents.
- Providing student support through our counseling team which has been recognized by the State for their commitment to improving student services at

EMS. Counselors meet with all students and their parents to discuss matriculation through EMS, their transition into high school and their college/career plans.

Students in need of specialized instruction are mainstreamed as much as possible into the general education setting per their IEP goals. The Special Education teachers work collaboratively with the General Education teachers to plan instructional opportunities aligned to the core curriculum. Modifications are made to make the core curriculum accessible to students. In addition, as appropriate, our Special Education students attend an Extended School Year (ESY) program in the summer to help maintain the knowledge learned during the regular school year. The Teacher On Special Assignment (TOSA) has welcome meetings with foster youth to ensure they have all the necessary resources to be successful at Edgewood. Moreover, she monitors their academic progress and recommends for intervention as needed to help address any achievement gaps.

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 6	123
Grade 7	219
Grade 8	193
<b>Total Enrollment</b>	535

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.2
Asian	12.1
Filipino	3.6
Hispanic or Latino	74
Native Hawaiian or Pacific Islander	0.4
White	5.6
Two or More Races	0.4
Socioeconomically Disadvantaged	74.8
English Learners	7.9
Students with Disabilities	10.1
Foster Youth	0.4

## 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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	22	22	23	465
<b>Without Full Credential</b>	0	3	1	9
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	1	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: September 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading & Writing (Glencoe: Adopted 2010-11): Each grade level focuses on the development of literacy through an integrated program of reading instruction (including both literature and expository texts); written expression, including grammar, punctuation and spelling; listening and speaking.	Yes	0%
<b>Mathematics</b>	Math (McGraw-Hill Adopted 2015): Middle school math prepares students for Integrated Math series. Sixth, seventh, eighth grade content is aligned to the state content standards. In eighth grade identified students are enrolled into Integrated Math I. Spring of 2015, Integrated I textbook by College Preparatory Mathematics (CPM) was adopted.	Yes	0%
<b>Science</b>	Science (Pearson/Prentice Hall: Adopted 2008-09):	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Sixth graders study earth science. Seventh graders study life science. Eighth graders study physical science. All science classes include hands-on activities and labs to supplement the coursework.		
<b>History-Social Science</b>	Social Studies (Glencoe: Adopted 2007-08): Sixth graders study ancient civilizations. Seventh graders continue with ancient civilizations and segue to the middle ages. Eighth graders study American history. In alignment with the State of California Framework, the middle grades history-social studies program form the core of an integrated curriculum encompassing reading, writing, speaking, and listening skills; concepts from science, technology, and mathematics; art and music; economics; and education for citizenship.	Yes	0%
<b>Foreign Language</b>	Spanish (McDougal Littell; Amsco; Holt Rinehart Winston; Pearson/Prentice Hall) Mandarin I (The Far East Book Company, Ltd.) Our foreign language curriculum and instruction has been adapted to meet the needs and interests of the middle school student. The strategies utilized match appropriately the middle school foreign language objectives; which take under consideration the ability ranges and learning rates at the middle school level. Students who successfully learn about the linguistic and cultural aspects of the Spanish language level I, and earn a grade above a B might be recommended to take Spanish II at the high school level.	Yes	0%
<b>Visual and Performing Arts</b>	When choosing an elective, students have quite a few options at EMS. We offer the following electives:  *6th grade students: art, band, chorus, directed studies, Mandarin & Spanish culture, Skills, and technology. *7th grade students: art, band, chorus, directed studies, journalism, Mandarin & Spanish culture, Spanish or Mandarin I, Skills, and technology, *8th grade students: art, band, chorus, directed studies, journalism, Mandarin I, Spanish I, Spanish for Native Speaker, Skills, and technology.  These courses are either semester or year long. The performing arts electives (band and choir) provide students multiple opportunities for performance. Art and music program courses do not require	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	textbooks, but all students have access to the materials necessary for each program.		

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Much attention is given to keeping our campus clean and safe. District-wide standards are in place for cleaning procedures, products, inspection, and evaluation to ensure that our campus is in impeccable condition. A summary of these standards is available at the District Office. Restrooms are inspected multiple times daily by custodial staff, campus security, and administrators. 100% of the toilets on campus are working. Custodians as well as maintenance and grounds crews are trained and responsible for inspection and repair of any safety items on a daily basis. Monthly inspections are also conducted by District personnel. In addition, West Covina Unified School District works with risk managers, safety inspectors, and outside experts who inspect our campus annually. No emergency facility conditions exist; regular maintenance is ongoing and funding is provided to make repairs on an as-needed basis. Providing our students with a clean and safe school always has been and will continue to be a top priority.

Edgewood Middle School is located on a campus shared with Edgewood High School. We are fortunate to have a gymnasium, pool, quarter mile track, tennis courts and more than adequate space for approximately 600 students. The classrooms are in very good condition and most are equipped with technology such as LCD projectors, document cameras and computers.

The school’s Library/Media Center offers students over 14,000 books and published resources available for check-out and research for projects in all curricular areas. We have one full-time Media Center Aide to provide students and teachers support before school, during the instructional day, and after school. The Media Center also contains a computer lab with 32 computers for student use. Teachers schedule their classes into the computer lab on a regular basis. There is now Wi-Fi access in the Media Center and we also offer classes access to a COW (Computers on Wheels) equipped with Chrome laptops with expected continued deployment in subsequent years.

All EMS computers have Internet access and a variety of software, including Microsoft Office. As part of our elective enrichment program, we offer Technology classes. These classes are taught in a fully functional technology classroom by a credentialed teacher. All classrooms have at least one computer with access to the Internet and the AR program. Each departments have access to at least one COW to utilize for the Achieve 3000 program to increase students' ability to read expository text.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	45	44	52	52	48	48
<b>Mathematics (grades 3-8 and 11)</b>	30	26	37	38	36	37

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	531	527	99.25	44.02
<b>Male</b>	259	259	100	39
<b>Female</b>	272	268	98.53	48.88
<b>Black or African American</b>	21	21	100	38.1

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--
Asian	63	63	100	65.08
Filipino	19	18	94.74	55.56
Hispanic or Latino	392	390	99.49	40.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	29	96.67	48.28
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	412	409	99.27	39.61
English Learners	114	114	100	28.07
Students with Disabilities	53	52	98.11	11.54
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.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	532	527	99.06	26
Male	259	258	99.61	27.91
Female	273	269	98.53	24.16
Black or African American	21	21	100	23.81
American Indian or Alaska Native	--	--	--	--
Asian	64	64	100	64.06
Filipino	19	17	89.47	58.82
Hispanic or Latino	392	390	99.49	18.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	29	96.67	24.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	413	410	99.27	20.73
English Learners	115	114	99.13	11.4
Students with Disabilities	53	51	96.23	7.84
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.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	66	53	62	54	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.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22	20.1	25.2

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

## 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)

Parent involvement is the backbone of our school. Our parents support our student body in a wide range of activities and financial support. Anyone interested in becoming involved at Edgewood can contact Diane Bernhard at 626-939-4900. Below are some of the ways our parents are involved in the education process at EMS:

#### School Site Council (SSC):

Our EMS strategic plan and categorical budgets are approved by our School Site Council, which always includes parent membership. Parents meet monthly as a part of this team to make decisions that effect our community of learners.

**English Language Advisory Committee (ELAC):**

In addition, our ELAC advises the principal in matters regarding English Language Learners and is the leadership body for the English Learner Program. This committee meets quarterly.

**Parent Teacher Student Association (PTSA):**

Our PTSA has over 250 members. Parents organize dances, attend field trips, eighth grade end-of-the-year activities, and assist in various other school activities. They also sponsor assemblies for all students. New members are always needed and welcomed. If you are interested in becoming involved, please contact the school at 626-939-4900.

**Parent Education:**

We have doubled our efforts this year at expanding opportunities for parents to get actively involved in supporting their child's education. Our teachers and administration continue to facilitate "International Baccalaureate Middle Years Programme Night" events to provide parents information related to how we are transitioning from the California State Standards to the Common Core State Standards (CCSS) and are preparing students for the Smarter Balanced Assessment Consortium (SBAC) pilot in the spring. In October, we held a "Title I" parent meeting in to provide parents information related to the various intervention programs and services that we are currently providing students who are performing below proficiency to assist with closing the achievement gap. Throughout the year, Edgewood offers families and community members an opportunity to participate in our "Edgewood Schools Tour." These tours occur regularly twice a month where student leaders facilitate a presentation and a tour for visitors. In October through February, we host "International Baccalaureate Middle Years Programme Night" which were an event for families and students to better understand the IB Learner Profiles and Philosophies. From January through May, we have a variety of other events scheduled ranging from PSAT Family Night, GATE Night, and International Baccalaureate Middle Years Programme Night to provide parents additional opportunities to learn more about school programs and how they can support their child's academic success. Working in conjunction with the PTSA, we continue to explore additional opportunities.

**Music Booster Groups:**

Our theater, dance, choral and band parents are very active at EMS. They support our performing arts department by fundraising and even constructing the scenery and props for our student productions. Without our Booster parents, we could not produce the outstanding performing arts programs that we do every year. We are very thankful for their support.

**Parent Communication:**

Parents are informed weekly of current happenings at EMS via an automated telephone message, email communication system, and our website. Additionally, we installed a digital marquee in front of the school which streams updates and event notifications 24 hours a day. Our School Site Council Committee annually reviews and updates Edgewood's Parental Involvement Policy. The updated involvement policy is provided to all parents during registration. In order to build public confidence, Edgewood hosts community meetings, Coffee and Tea with the Principal events throughout the year. We also publish and distribute special bulletins and flyers, as well as other forms of written communication to elicit active participation and support for school programs. Additionally, our frequently updated school webpage, digital marquee and weekly School Messenger communication system assist our efforts to involve parents into the educational process. Working as a team of student and parent organizations supports the successful implementation of our Mission and Vision.

**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**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	4.2	6.4	4.8	2.3	2.2	1.7	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.3	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2017-18)

---

A comprehensive site Safety Plan has been developed and implemented at Edgewood Middle School for the 2017-18 school year based off of input from the Safety Committee. The committee was created in the fall of 2016 and is comprised of students, parents, staff, and administration from both Edgewood Middle and High Schools. This committee continuously meet throughout the year to review over and provide feedback for the Safety Plan. The site Safety Plan has been developed to ensure a safe and orderly learning environment to ensure that students will be focused on learning. The plan has been presented to all members of the staff and it is enforced by all members of the learning community. Students are familiar with the plan through beginning of the year safety and discipline assemblies and monthly practice with the evacuation features of it. Elements of the Plan were presented and discussed by the faculty during the professional staff faculty on August 12 & 13, 2016 and during the December 14, 2016 faculty meeting. The School Safety Plan was reviewed and shared with School Site Council Committee at the November 28, 2017 meeting. Elements of the Plan were presented and discussed by the faculty during the professional staff faculty on August 15 & 30, 2017, and during the December 13, 2017 faculty meeting.

Discipline and behavior standards will be adhered to by all students and enforced consistently by all staff and faculty members. Two times a year (at the beginning and mid-point), discipline and safety assemblies are held to familiar students with campus policies in this regard. Students are made aware of consequences if they violate these policies and rules, which are codified in the Student Agenda and posted on the school webpage. They are also made aware of positive incentives and rewards that are offered for exemplary/positive behavior. We have adopted a character development program and an Anti-Bullying club called B.O.A.T.S (Based on a true story) at Edgewood Middle School that is reinforced through our ASB/Renaissance programs.

When serious transgressions occur in violation of the California Education Code, students may be suspended. The principal shall suspend and recommend expulsion for a student who commits a violation involving weapons, controlled substances, and/or actions that threaten the safety and welfare of individual students, or the campus, as a whole.

We have three campus security officers that are assigned to the campus. They provide campus supervision, deter tardies and truancies, and patrol the perimeter of the school to prevent unauthorized individuals from entering campus.

We have a policy in place where ALL visitors must check-in to the front office and are issued a visitor's pass which must be worn at all times while on campus and be clearly visible.

We have recently added fencing at the main entrance of campus and at the back of the school behind the gym to improve campus safety and prevent unauthorized visitors from accessing the campus.

The following also helps us achieve a safe and orderly campus/climate:

- Capturing Kids Hearts - Teachers trained to establish a students-centered approach to class and school-wide agreements.
- Bully proofing - Our counselors teach mini-lessons on the harmful consequences of student-to-student bullying and cyber bullying.
- PTSA parent education nights on anti-bullying
- Peer Mediation- Our counselors train students to become peer mediators to assist their fellow students with conflict resolution and mediate conflicts on campus between students.
- PALS Buddy System-Our 6th grade students are provided an 8th grade "buddy" to assist them with navigating through their 6th grade year. The "Buddies" serve as mentors and are students who model appropriate behavior inside and outside of the classroom for 6th graders to emulate.
- LEAP Forward- Our behavior intervention support program for students who need additional social and emotional support to be successful student citizens.
- Communication system - Our public address (PA) system and classroom telephones can be used to apprise on-site and off-site personnel of emergency situations.
- Probation Officer - We have a full-time County Probation Officer who works with students and families on a formal and informal basis.
- Foothill Family Services - Counseling services are offered to students and families through this community-based organization.
- Progressive Discipline Policy - Our discipline ladder highlights classroom management and interventions as well as parent inclusion to prevent the escalation of unproductive behavior.
- Health Clerk - We have a full-time health clerk who tends to the medical needs of our students.
- Exterior Lighting-has recently been upgraded through modernization so that the campus is safe for evening events.
- ASB/Renaissance Program - This program showcases and encourages the academic efforts of our students. Assemblies are held quarterly to recognize student academic achievement.

- Attendance and Positive Behavior Incentives - Students with exemplary attendance and/or who display positive behavior are recognized for their effort as well as receive prizes and privileges to attend special events.
- Y-ACES- Through a partnership with the YMCA, our students receive homework help and targeted instruction that supports classroom lessons. This program takes place on campus after school.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	42.9

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	5	10	5	25	5	10	4	24	5	10	4
Mathematics	26	4	11	3	2	2			2	2		
Science	28	3	9	5	25	5	5	7	27	3	5	7
Social Science	28	3	9	5	27	3	7	6	28	2	7	6

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	300
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	1.5	N/A

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

\*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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,826	\$1,471	\$6,356	\$75,309
District	N/A	N/A	\$5,926	\$76,863
Percent Difference: School Site and District	N/A	N/A	7.3	-2.0
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-3.3	1.1

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

**Types of Services Funded (Fiscal Year 2016-17)**

The following programs are funded through categorical funds or other sources:

**Title I:**

This funding source will be used to increase student achievement in Math and ELA for all qualifying students through the development of goals, identification and implementation of research based, targeted instructional strategies, on-going analysis of student performance data, intervention program development and implementation to supplement the core instructional program, and alignment of supplemental resources. The Principal and District personnel will monitor progress through on-going data analysis and classroom visitations. The Title I Coordinator will work collaboratively with the administration and teachers to plan programs and services to assist students with achieving proficiency. Achieve 3000 intervention program is provided to a targeted group of students every Mondays after school. This after school intervention is offered by ELA teachers utilizing the Achieve 3000 program. Math intervention provides targeted support for specifically designated students identified by math teachers.

**Gifted and Talented Education (GATE):**

Approximately 110 GATE students were enrolled during the 2016-17 school year (14% of our population). Students are tested for the GATE program in the fall. Teachers follow the GATE standards to challenge our identified students with pervasive and innovative instruction that meets individual student interests, needs and abilities. Our GATE students are provided an extensive array of enrichment opportunities throughout the year including but not limited to: Series of Technology Workshops, College Field Trips, Outsiders Day, GATE Exhibition, Math Bowl, Spelling Bee, etc.

**Visual/Performing Arts:**

Students are provided with a well-rounded education at Edgewood which includes our visual and performing arts program offered to all of our students. Students are provided an opportunity to enroll into our visual 2D art class or any of our performing arts classes. Students enrolled in our performing arts classes have an opportunity to perform in our theater productions, instrumental band concerts, choir performances, and dance events.

**English Learners (EL):**

Approximately 42 EL students were enrolled during the 2016-17 school year which is 7.9% of our enrollment. Our 2016-17 re-classification rate was 15.2%. EL students take the California English Language Development Test (CELDT) in the fall to ascertain their language fluency. EL students are enrolled into clustered core content classes and student progress is reviewed continuously. Teachers utilize SDAIE/GLAD instructional strategies and are supported with an instructional aide to assist EL students with accessing and mastering the content. Additional supplemental materials are utilized during ELA instructional time to supplement the core curriculum (comprehension kits, Rosetta Stone, etc.). EL students whose language fluency is between levels 1-3 are enrolled into an ELD Support Elective. An after-school EL intervention program is available to students on Thursdays, facilitated by ELA teachers, utilizing an array of supplemental instructional materials to provide targeted language acquisition development and support.

**Foster Youth (FY):**

Our foster youth students are offered additional counseling, intervention, tutoring, mentoring, and other related services. Counselors also ensure the foster youth student has appropriate school supplies such as backpacks, folders, calculators, planners, thumb drives, the ability to check out a laptop, bus vouchers, etc.

**Special Education:**

Students with an IEP are offered additional support through counseling, tutoring, intervention, vocational training through ROP, access to online reading programs, field trips for transition purposes, career planning and other related services.

**Tutoring:**

Math Tutoring is offered everyday from 7:00 - 8:00 am and from 3:00 - 4:00 pm.

Peer Tutoring is offered every Tuesday and Thursday from 3:00 - 4:00 pm.

**All -Stars Intervention Program:**

Students who are performing below proficiency in Mathematics and/or English Language Arts are encouraged to attend after school academic support classes. Math and ELA teachers provide targeted instructional support in each grade specifically designed to address skill deficiency to assist students with accessing and mastering the content and closing the achievement gap.

English is offered every Mondays from 3:00 - 4:00 pm for a targeted group of students identified by their teachers.

Reading is offered during the day and students identified by their teachers and are pulled out once a week for approximately 30 to 45 minutes.

**Saturday Academy:**

Prior to CAASPP testing, students can enroll into Saturday Academy classes to provide additional academic assistance in preparation for the state exam. The four hour Saturday component of All-Stars will be offered once a month throughout February, and March to provide more intensive support in ELA and Math.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$47,727	\$46,511
<b>Mid-Range Teacher Salary</b>	\$77,257	\$73,293
<b>Highest Teacher Salary</b>	\$95,590	\$92,082
<b>Average Principal Salary (Elementary)</b>	\$121,488	\$113,263
<b>Average Principal Salary (Middle)</b>	\$125,389	\$120,172
<b>Average Principal Salary (High)</b>	\$139,408	\$131,203
<b>Superintendent Salary</b>	\$244,950	\$213,732
<b>Percent of Budget for Teacher Salaries</b>	35%	36%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

Teachers and administrators at EMS participate in a variety of staff development activities as we move toward implementation of the Common Core State Standards (CCSS) through the Middle Years Programme and SBAC (Smarter Balanced Assessment Consortium), teachers will need additional training to assist with the instructional shifts required to meet this new demand.

The following will be implemented during the 2016-17 school year as part of our continued journey in becoming authorized as an International Baccalaureate Middle Years Programme School:

**I. Instructional Program**

- \*Implementation of the International Baccalaureate Middle Years Programme Units and performance tasks
- \*implementation of writing across all content areas
- \*Increased focus on higher level thinking skills and depth of knowledge in lesson planning and instructional delivery
- \*Increased incorporation of technology to enhance instructional delivery and opportunities for students to utilize technological resources during the instructional day
- \*Increased focus on CCSS versus California State Standards and developing performance tasks.
- \*Increased focus on International Baccalaureate Approaches to Teaching and Learning
- \*Continued implementation of Thinking Maps in all content areas
- \*Continued implementation of Pictorial Math/Multiple Representations instructional strategies in Math courses
- \*Continued development of attendance, behavioral, and academic incentives
- \*Continued focus on test taking strategies in core content areas

**II. Professional Development/Collaboration in the following areas:**

- \*Expository Reading and Writing

- \*IB MYP training
- \*Infusion of technology into the curriculum
- \*Quarterly Data Analysis
- \*Professional Learning Communities (PLC)
- \*SBAC workshops
- \*Next Generation Science Standards

### **III. Professional Development/Collaboration Opportunities:**

- Teachers attend two full day staff development workshop in August and one full day workshop at mid-term in January
- Teachers attend weekly content team/whole faculty collaboration meetings to build unit plans aligned to IB MYP criteria and/or collaborate the results of the units of study to discuss the next steps.
- Teachers attend ten (10) regularly scheduled faculty meetings and (10) department meetings each year. These meetings are forums for lesson planning, student performance data analysis, pacing guide alignment, and professional development.
- Teachers meet weekly to develop and support IB MYP Unit planning
- Teachers meet weekly to support student learning by utilizing data to analyze and make adjustments as necessary.
- Teachers attend one (1) parent conferences throughout the school year as well as "Back to School Night" and "Open House."
- New teachers regularly attend California Teacher Induction Program (CTIP) meetings on a monthly basis and meet weekly with their support provider.
- Special education instructional assistants attend workshops and trainings to maintain important certifications, e.g., Crisis Prevention Institute (CPI) and Cardio-Pulmonary Resuscitation (CPR), and other trainings as deemed necessary and helpful by the SELPA and the district.
- Bilingual and physical education instructional assistants also receive important training and information from the certificated teachers with whom they work and district personnel.
- Non-instructional support staff such as clerical and custodial staff receive monthly support from district office personnel in terms of updates on the student information system, safety and vendor relations.

Non-tenured teachers are formally evaluated annually and tenured teachers are formally evaluated at least once every other year. All teachers submit their Goals and Objectives to their evaluator at the beginning of the year and these form the basis of classroom observations.