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Edgewood High School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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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)

School Contact Information	
School Name	Edgewood High School
Street	1625 West Durness Street
City, State, Zip	West Covina, CA 91790
Phone Number	(626) 939-0600
Principal	Roni Maddox, Ed.D.
E-mail Address	rmaddox@wcusd.org
Web Site	http://ehs.wcusd.org/
CDS Code	19-65094-0122432

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

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

Edgewood High is proud to present its School Accountability Report Card (SARC) to our school community. This extensive report provides important information and data on Edgewood's outstanding academic, co-curricular and extra-curricular programs for the 2017-18 school year.

Edgewood High School recently re-opened at the beginning of the 2010-11 school year and currently services students in grades nine through twelve. Students at EHS receive a public high school experience filled with personal attention, a truly rigorous curriculum, and a genuine focus on teaching students to acquire tangible international knowledge and skills. We have an energetic faculty, reduced class sizes in English and Math courses, and a global theme utilizing the International Baccalaureate (IB) Middle Years (MYP) and Diploma Program (DP) encouraging students to be creative thinkers and problem solvers. Base on our WASC (Western Association of Schools and Colleges) Self-Report, our school focuses on the identified areas of concern and matters to be addressed based on the IB DP five-year programme report. Some unique aspects of EHS are the following:
*A smaller learning community that fosters the development of student-to-student as well as student-staff relationships.
*A real focus on 21st Century skills and the Common Core State Standards, so students can compete and succeed in the global workforce.
*A focus on the 5 C's Communication, Collaboration, Creativity, Critical Thinking, and Civility
*An opportunity for students to pursue a rigorous college preparatory course of study.
*A complete integration of technology and current media throughout all aspects of a robust and challenging curriculum. All students have access to laptop computers with Wi-Fi Internet access enhancing their educational experience.
*Plenty of personal and social development created by participation in a solid slate of extracurricular activities such as ASB, clubs, yearbook, dances, study trips, performance, and sports opportunities.
*Complete and thorough accountability regarding student performance and assessment.
*A culture of success where students become leaders not only on campus, but throughout their communities.

The Edgewood High School mascot is the Lion; our school colors, blue and gold; and school-sponsored activities, including athletics, student leadership, and club and service organizations connect students beyond the classroom by enhancing their educational experiences. Every day our school spirit is a reflection of our students' pride in their school, community and themselves.

Mission Statement
Edgewood is an International Baccalaureate Diploma Program School and a candidate school for the Middle Years Program, committed to building a globally aware community of lifelong learners who achieve high academic standards. Edgewood provides a diverse, challenging curriculum that is student-centered and develops inquisitive, knowledgeable, and empathetic students who actively engage in and contribute to their family, community, and the world around them.

Vision Statement
Edgewood High School is a safe, diverse, and culturally sensitive learning community committed to fostering the academic, social, physical, emotional, and creative development of all students. Instruction is engaging, academically rigorous and promotes technological literacy. Students are empowered to take responsibility for their education and pursue individual post-secondary goals.

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 9	188
Grade 10	211
Grade 11	225
Grade 12	237
Total Enrollment	861

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0
Asian	12.7
Filipino	6.3
Hispanic or Latino	70.6
Native Hawaiian or Pacific Islander	0.1
White	6
Two or More Races	0.7
Socioeconomically Disadvantaged	61.9
English Learners	4.5
Students with Disabilities	7.7
Foster Youth	1.3

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	39	42	42	465
Without Full Credential	0	2	1	9
Teaching Outside Subject Area of Competence (with full credential)	2	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	1	0
Vacant Teacher Positions	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: Sept. 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	9-12th Grades - Holt, Rinehart and Winston	Yes	0
Mathematics	Integrated I, II, & III - College Preparatory Mathematics (CPM) Math Analysis - Pearson Baccalaureate IB Math Studies, IB Math SL and HL Math -Pearson Baccalaureate	Yes	0
Science	Biology - Houghton Mifflin Company Biology (Honors) - Prentice Hall IB Biology HL-Pearson Baccalaureate Chemistry - Glencoe/McGraw Hill Chemistry (Honors) - Brooks/Cole Sports Medicine-McGraw-Hill Human Anatomy-McGraw-Hill Environmental Science-Wiley, John, and Sons Physics Honors - Pearson Baccalaureate	Yes	0
History-Social Science	World History 9th Grades - Prentice Hall Economics - Prentice Hall IB Global Politics - Pearson Baccalaureate US History-Holt, Reinhart, Winston IB History HL-Routledge	Yes	0
Foreign Language	Spanish I, II and III - McDougal Littell IB Spanish SL-Advanced Materials Mandarin I, II, and III - The Far East Book Co., Ltd. IB Mandarin SL-Advanced Materials Sign Language I, II, III, and IV - Sign Naturally	Yes	0
Health	9-11th Grades - Glencoe/McGraw Hill	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Theatrics/Music 9-12th Grades - Glencoe/McGraw Hill	Yes	0
Science Laboratory Equipment (grades 9-12)	The Science department utilizes a comprehensive list of equipment and resources to support the state standards in each content area. The following is a general list of equipment that we use in each of the sciences: Life Sciences: Microscopes,dissection kits, specimens, slides, and petri dishes. Chemistry: Various chemicals, scales, thermometers, beakers, test tubes, flasks, and burners. Environmental Science: Rocks, minerals, density kits, convection kits, topographical maps, metric rulers, earth and space models and magnifying lenses.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The appearance of a school's grounds, buildings, and classrooms influences the attitude of all who visit and use the campus. It is important that all stakeholders support a well groomed and clean campus including outside entities that conduct activities through a facilities use agreement. The district takes great efforts to ensure that all schools are clean, safe, and functional. The school's facilities support the special needs of all students. There are areas on campus, including the library-media center, for students and staff to go for collaboration and research.

In November of 2016, the community voted to approve WCUSD Bond Measure ES providing funds for new construction. Construction for the all weather track and field began during the summer of July 2017. January 2018 the all weather track and field construction completed and our official ribbon cutting grand opening ceremony is scheduled for Tuesday, January 23, 2018 at 5:30 pm. Edgewood will continue to undergo construction with the installation of solar panels due to be completed before the spring of 2018. Also, during the summer of 2018, Edgewood will be breaking ground for the new state-of-the-art Olympic sized pool and the Edgewood Events Center that will seat approximately 300 for our performing arts events.

Students utilize a grassy, park-like atmosphere. An attractive fence encloses the front of the school and all gates are locked and secured to accommodate the daily schedule. Signs are posted at the front gate informing the public that the school is tobacco free, and the school follows a campus beautification policy that encourages students and staff to assume personal responsibility for the appearance of the campus.

The WCUSD Board of Education maintains high cleaning standards for all schools in the district. The school office can provide details. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All campus restrooms are open, cleaned periodically throughout the school day and fully operational.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: December 2017

Overall Facility Rating (Most Recent Year)

	Exemplary	Good	Fair	Poor
Overall Rating	X			

Year and month of the most recent FIT report: December 2017

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
English Language Arts/Literacy (grades 3-8 and 11)	74	72	52	52	48	48
Mathematics (grades 3-8 and 11)	43	39	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
All Students	222	218	98.2	72.48
Male	115	113	98.26	74.34
Female	107	105	98.13	70.48
Black or African American	--	--	--	--
Asian	37	37	100	81.08
Filipino	12	12	100	83.33
Hispanic or Latino	157	153	97.45	68.63
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	143	97.28	65.03
English Learners	28	28	100	39.29
Students with Disabilities	17	15	88.24	33.33
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	222	219	98.65	39.27
Male	115	113	98.26	44.25
Female	107	106	99.07	33.96
Black or African American	--	--	--	--
Asian	37	37	100	75.68
Filipino	12	12	100	50
Hispanic or Latino	157	154	98.09	29.87
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	144	97.96	37.5
English Learners	28	28	100	35.71
Students with Disabilities	17	15	88.24	20
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)	58	64	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.

Career Technical Education Programs (School Year 2016-17)

Edgewood High School partners with San Gabriel Regional Occupation Program to offer our students a variety of Career Technical Education Courses. Beginning their 9th grade year, students may select to enroll into the following courses:
- Administration of Justice
- Athletic Training

- Forensic Science
- Sports Medicine
- Sign Language
- Video Gaming Design
- Video Production

Several of these courses articulate with post secondary institutions and when students successfully complete the course(s) with a C or better along with passing the articulated examination, students will be able to acquire college units. These college units are transferable to many post secondary institutions, students are encouraged to inquire within each institution.

Fall of 2016, Edgewood High School introduced the first Career Technical Education Pathways. Fall of 2017 begins our year two of the pathways. These new pathways were funded by the 3 year CTIG grant for Video Production and Video Game Design. The Career Technical Education participation rate and completer information will be provided sequentially through the next three years.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.89
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	45.75

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
9	24.9	22	15.3

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)

Family support is an integral part of the educational process. Without this vital link, the goals set in the Mission and Vision statements of the school would be unachievable. Making parents feel welcome in the school is important and has been at the core of our strategy to send the message that family involvement is essential to advance the educational program. A coordinated effort between the community and the school provides a safe and nurturing environment for all children. Parents are leaders in decision-making in the PTSA, Parent Advisory Committee, Community and as parent volunteers. The Parent Advisory Committee develops a Parent Involvement Policy with input from parents, staff, and students. The 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 marque 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: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0	0.6	1.9	3.7	3.2	3.5	11.5	10.7	9.7
Graduation Rate	99.41	98.87	95.6	91.82	91.95	91.95	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	91.62	94.83	87.11
Black or African American	80	100	79.19
American Indian or Alaska Native	0	100	80.17
Asian	92.86	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	91.87	91.57	84.58
Native Hawaiian/Pacific Islander	0	85.71	86.57
White	100	100	90.99
Two or More Races	33.33	87.5	90.59
Socioeconomically Disadvantaged	91.13	94.01	85.45
English Learners	20	42	55.44
Students with Disabilities	66.67	79.49	63.9
Foster Youth	60	70	68.19

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**
Suspensions	3.5	4.9	4.0	2.3	2.2	1.7	3.8	3.7	3.6
Expulsions	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The EHS staff, students, parents, Parent Teacher Student Association (PTSA), Parent Advisory Committee (PAC), and community members strive to provide effective ways to provide all students safe, clean, healthy, and disciplined conditions that allow teachers to effectively teach and students to actively learn. The school's Mission and Vision statements place students and staff member's physical and emotional safety and well being amongst its highest priorities. All elements of the school combine to produce a positive, safe, and secure environment for all students.

A comprehensive site Safety Plan has been developed and implemented this school year based off of input provided by 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 continuous meet throughout the year to review over and provide feedback for the Safety Plan. The site Safety Plan has been developed to maintain 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 familiarized with the plan through beginning of the year safety and bi-annual discipline assemblies and monthly practices of various safety drills.

The school's Comprehensive Safety Plan establishes regular review of emergency response plans, behavioral norms, and expectations for the cleanliness and timely maintenance of facilities. The school meets its obligation to provide support systems that promote the health and safety of students and adults alike. The Comprehensive Safety Plan was recently reviewed and approved by the Parent Advisory Committee at the November 29, 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.

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
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 Avg. Class Size	2014-15 Number of Classrooms 1-22	2014-15 Number of Classrooms 23-32	2014-15 Number of Classrooms 33+	2015-16 Avg. Class Size	2015-16 Number of Classrooms 1-22	2015-16 Number of Classrooms 23-32	2015-16 Number of Classrooms 33+	2016-17 Avg. Class Size	2016-17 Number of Classrooms 1-22	2016-17 Number of Classrooms 23-32	2016-17 Number of Classrooms 33+
English	22	15	21	4	20	13	18	1	20	11	11	1
Mathematics	22	13	17	5	22	10	8	6	19	7	5	3
Science	24	9	19	4	25	9	10	12	24	11	14	7
Social Science	23	11	12	10	24	12	17	6	25	12	16	13

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	2.5	350
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	.5	N/A
Other	2	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 Total	Expenditures Per Pupil Supplemental/ Restricted	Expenditures Per Pupil Basic/ Unrestricted	Average Teacher Salary
School Site	$7,200	$891	$6,308	$70,240
District	N/A	N/A	$5,926	$76,863
Percent Difference: School Site and District	N/A	N/A	6.4	-8.6
State	N/A	N/A	$6,574	$74,476
Percent Difference: School Site and State	N/A	N/A	-4.0	-5.7

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:

Gifted and Talented Education (GATE):
Our GATE students totaled approximately 120 students during the 2016-17 school year (14% of our population). GATE students are enrolled in Honors courses. Teachers challenge these students with progressive and innovative instruction that meets individual student interests, needs and abilities.

English Learners (EL)
Our EL students totaled approximately 39 in the 2016-17 school year (4.5% of our student population). Our students take the California English Language Development Test (CELDT) in the fall to ascertain their language fluency and are placed in the appropriate courses in the fall. ELD instruction along with the ELD standards are taught by our English teachers and student progress is reviewed continuously.

Foster Youth (FY):
Our foster youth students are offered additional counseling, intervention, tutoring, mentoring, vocational training through ROP, 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.

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 or 3D art classes 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.

Academic Decathlon:
Our students compete in this academic competition annually. These students experience an in-depth study into academic topics relevant to Decathlon. In 2016, representing medium schools, our Academic Decathlon team took home the Academic Decathlon National Championship.

Science Olympiad:
Science Olympiad competed last year and many of our students earned medals as well as team recognition. These students will continue to compete in events pertaining to various science disciplines including earth science, chemistry, biology, physics and engineering. This year, the EHS students have mentored the EMS Science Olympiad students during their competition.

Speech and Debate Team:
This year we have put together a Speech Team for our students. These students will compete in local Speech competitions. These competitions are connected with scholarships.

INTERVENTION PROGRAMS

Morning and After School Math Tutoring:
Every morning from 7:00-8:00am and after school from 3:00-4:00 pm, various math teachers provide supplemental math instruction/homework support.

Peer Tutoring after school on Tuesday and Thursday from 3:00 pm to 4:00 pm

Math Intervention is offered to targeted students enrolled in Integrated Math I. The interventions are offered every Tuesday and Thursday from 3:00-4:00 pm.

Writing Workshops:
Writing workshops are offered through the Individuals and Society department to assist students who struggle with writing. These workshops focus on better preparing students to write a strong argumentative paper.

Rosetta Program:
All EL students are eligible and encouraged to participate in their ELD elective class and during the after-school Rosetta language acquisition program offered every Wednesday.

A to G and Credit Recovery:
Students can recover English, History, Algebra credits during the first and/or second semester. Students must complete a minimum of 60 hours attending after school sessions (3:00-5:30pm) and/or Saturday sessions (8:00 am - 12:00 pm)

Saturday Academies:

Prior to SAT's, ACT's, PSAT's, PSAT 8/9's, finals and state testing, students can enroll into Saturday academy classes to provide additional academic assistance in preparation for the local and state exam as well as academic assessments for college.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

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

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Teachers and administrators at EHS participate in a variety of staff development activities:

There has been a school wide focus from 2010 to the present to integrate Thinking Maps, Thinking Maps writing applications, Power Words, Academic Vocabulary Across the Curriculum, and Google Applications into the curriculum. The bulk of the professional development sessions have been devoted to these instructional components.

Throughout the 2016-17 school year, we have dedicated our efforts at implementing strategies, such as Inquiry-Based, Conceptual-Based Instruction, Close Reading and annotating complex text to support the implementation of the Common Core State Standards. Furthermore, teachers will be incorporating more writing across the curriculum through the use of the Edgewood Writing Guide that was placed together by the teachers of the English department. Teacher facilitators, representing all content areas, have received extensive training and are imparting their knowledge and experience with colleagues assigned into cohorts. The goal is to build capacity campus-wide with all faculty members to enhance and enrich the lesson design, implementation, and evaluation process.

Additionally, approximately half of our faculty has attended International Baccalaureate (IB) Diploma Programme (DP) trainings. This a requirement of the IB Organization now that we are an authorized IB World School. These DP trainings support teachers in developing course outlines and preparing them for the rigorous instructional program that we began implementing in 2012-13. IB DP Teachers will participate with continuous training to support the curricular changes.

In spring of 2015, the Middle Years Programme (MYP) was introduced and representatives from each content areas were participated in the MYP training. During the January staff development days, the entire staff participated in a MYP/DP all day in-service as part of the authorization process. Teachers have been attending on-going training during summer and throughout the year. In the summer of 2017, teachers were provided additional IB MYP training by our MYP coordinator as well as were provided additional time to plan together to build the units of studies required for MYP. This was not mandatory, however the teachers felt strongly they wanted to be able to begin the school year with the units and also without exhausting a substitute day. August 2016 and 2017 the staff participated in Middle Years, the Approaches to teaching and learning professional development, Inquiry-Based, Conceptual-Based, and will continue throughout the next school year.

Also, our math teachers have received specialized training for the newly adopted math curriculum. In spring of 2015, we have shifted from the traditional pathway to the integrated pathways. Year one of the roll out of the integrated pathways began with Integrated Math I was introduced and professional development with CPM integrated curriculum occurred in the summer of 2015. During the fall of 2016 the introduction of Math II and III curriculum occurred after the teachers were provided with professional development. Annually, math teachers who require new or additional training will be offered the opportunity. We utilize the CPM (College Preparatory) curriculum in Integrated Math I, II, & III classes. Math teachers who teach these courses have been trained by the CPM organization to implement this instructional program. Moreover, our math teachers have participated in Professional Learning Communities to focus on student learning.

Staff Development Activities:
- Teacher training sessions are held every summer to enhance teacher instruction.
- Each school year begins with a full day of staff development and another full day at mid-term to enhance IB MYP & DP instruction..
- Teachers attend one (1) "early release" collaboration sessions each month where they analyze student performance data and develop department goals by content area/grade level for the subsequent grading period.
- Teachers attend one (1) "early release" collaboration sessions each month where they meet as a DP teaching group and as a MYP group to collaborate on the units of study and pacing guides specific to meeting the IB criteria.
- Teachers attend ten (10) regularly scheduled faculty meetings each year. These meetings are forums for lesson planning, student performance data analysis, pacing guide alignment, and professional development.
- Teachers attend one (1) parent conference at the beginning of the school year as well as Back to School Night and Open House.
- New teachers regularly attend new teacher training before school begins as well as 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 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 for the year to their evaluator and these form the basis of classroom observations.