

Edgewood High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Edgewood High School
Street	1301 Trojan Way
City, State, Zip	West Covina, CA 91790
Phone Number	626-939-0600
Principal	Roni Maddox
E-mail Address	rmaddox@wcusd.org
Web Site	www.ehs.wcusd.org
Grades Served	9-12
CDS Code	19-65094-0122432

District Contact Information	
District Name	West Covina Unified School District
Phone Number	626-939-4600
Superintendent	Dr. Charles Hinman
E-mail Address	chinman@wcusd.org
Web Site	www.wcusd.org

School Description and Mission Statement (Most Recent Year)

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 2014-15 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 program diploma program encouraging students to be creative thinkers and problem solvers. 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. Everyday our school spirit is a reflection of our students' pride in their school, community and themselves.

Mission Statement

Edgewood IB School is committed to building a globally aware community of lifelong learners who achieve high academic standards. Edgewood provides diverse and challenging curriculum that develops inquisitive, knowledgeable, and empathetic students who actively engage in and contribute in a meaningful manner to their diverse 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.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	240
Grade 10	262
Grade 11	161
Grade 12	186
Total Enrollment	835

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.4
Asian	9.9
Filipino	6.7
Hispanic or Latino	72.1
Native Hawaiian or Pacific Islander	0.1
White	6.5
Two or More Races	1.3
Socioeconomically Disadvantaged	71.4
English Learners	2.9
Students with Disabilities	5.1
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	36	38	39	
Without Full Credential	0	1	0	
Teaching Outside Subject Area of Competence (with full credential)	1	2	2	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	2	2
Vacant Teacher Positions	0	0	0

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.1	2.9
All Schools in District	98.9	1.1
High-Poverty Schools in District	98.9	1.1
Low-Poverty Schools in District	0.0	0.0

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: Sept. 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	9-11th Grades - Holt, Rinehart and Winston	Yes	0
Mathematics	Algebra I, Algebra II and Geometry - College Preparatory Mathematics (CPM) Precalculus - Brooks/Cole IB Math Studies 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	Yes	0
History-Social Science	World History 9-11th Grades - Prentice Hall Economics - Prentice Hall Political Science - Wadsworth CENGAGE Learning US History-Holt, Reinhart, Winston IB History HL-Routledge	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish I, II and III - McDougal Littell IB Spanish SL-Advance Materials Mandarin I, II, and III - The Far East Book Co., Ltd.	Yes	0
Health	9-11th Grades - Glencoe/McGraw Hill	Yes	0
Visual and Performing Arts	Theatrics/Music 9-11th 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 Science: 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.

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)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2016				
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			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: January 2016				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	59	47	44
Mathematics	31	33	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	167	158	94.6	11	27	37	22
Male	11		83	49.7	13	25	40	18
Female	11		75	44.9	9	29	33	27
Black or African American	11		5	3.0	--	--	--	--
Asian	11		14	8.4	7	7	36	50
Filipino	11		9	5.4	--	--	--	--
Hispanic or Latino	11		114	68.3	11	31	38	17
White	11		12	7.2	8	25	33	33
Two or More Races	11		4	2.4	--	--	--	--
Socioeconomically Disadvantaged	11		121	72.5	14	26	37	21
English Learners	11		1	0.6	--	--	--	--
Students with Disabilities	11		6	3.6	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	167	160	95.8	30	31	22	9
Male	11		85	50.9	27	29	22	12
Female	11		75	44.9	33	33	21	5
Black or African American	11		6	3.6	--	--	--	--
Asian	11		14	8.4	7	21	36	36
Filipino	11		9	5.4	--	--	--	--
Hispanic or Latino	11		115	68.9	35	35	17	5
White	11		12	7.2	25	25	17	25
Two or More Races	11		4	2.4	--	--	--	--
Socioeconomically Disadvantaged	11		122	73.1	28	33	20	9
English Learners	11		1	0.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	11		7	4.2	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	63	59	58	68	63	62	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Students at the School	58
Male	58
Female	57
Black or African American	--
American Indian or Alaska Native	--
Asian	76
Filipino	70
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	--
White	76
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	52
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

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
- Forensic Science
- Multimedia/Graphic Arts
- Photography

Sports Medicine

Several of these courses articulate with postsecondary 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 transferrable to many postsecondary institutions, students are encouraged to inquire within each institution.

Career Technical Education Participation (School Year 2014-15)

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 and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.69
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	39.05

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	74	67	70	65	42	46	57	56	58
Mathematics	76	71	67	63	43	43	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	37	28	35	41	37	22
All Students at the School	30	26	45	33	39	28
Male	40	28	33	34	38	28
Female	22	24	54	32	39	28
Asian	14	23	64	9	32	59
Filipino	15	20	65	15	40	45
Hispanic or Latino	34	26	40	39	40	21
White	20	13	67	14	36	50
Socioeconomically Disadvantaged	34	27	38	39	38	23
Students with Disabilities	79	21		85	15	

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.30	28.70	35.00

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 Parental Involvement State Priority (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 (Most Recent Year)

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, School Site Council, Booster Organizations and as parent volunteers. The School Site Council 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, we publish and distribute newsletters, special bulletins and flyers, and other forms of written communication to elicit active participation and support for school programs. Additionally, our frequently updated school webpage, digital marque and 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 Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate			0.00			3.70	13.10	11.40	11.50
Graduation Rate			99.41			91.82	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	98.26	88.63	84.6
Black or African American	100	75.58	76
American Indian or Alaska Native	100	120	78.07
Asian	100	97.89	92.62
Filipino	90.91	92.31	96.49
Hispanic or Latino	98.32	89.35	81.28
Native Hawaiian/Pacific Islander		60	83.58
White	100	88.82	89.93
Two or More Races	100	100	82.8
Socioeconomically Disadvantaged	100	60	61.28
English Learners	66.67	41.94	50.76
Students with Disabilities	98.11	87.15	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.84	3.76	3.44	2.70	1.82	2.25	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.06	0.04	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The EHS staff, students, parents, Parent Teacher Student Association (PTSA), School Site Council (SSC) 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 recently created in the fall of 2015 and is comprised of students, parents, staff, and administration from both Edgewood Middle and High Schools. 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 School Site Council at the January 27, 2016 meeting. Elements of the Plan were presented and discussed by the faculty during the professional staff faculty on August 3, 2015 and during the December 9, 2015 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	No	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2015-2016
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	50.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	21	16	10	2	24	12	20	5	22	15	21	4
Mathematics	21	11	16	1	23	9	23	1	22	13	17	5
Science	25	5	13	4	27	5	16	6	24	9	19	4
Social Science	27	1	12	3	24	7	16	7	23	11	12	10

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	418
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		N/A
Other	1	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,102	\$582	\$5,521	\$64,269
District	N/A	N/A	\$5,228	\$70,575
Percent Difference: School Site and District	N/A	N/A	5.6	-8.9
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	3.2	-7.2

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

Types of Services Funded (Fiscal Year 2014-15)

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 2014-15 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 19 in the 2014-15 school year (3% 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 2015, representing medium schools, our Academic Decathlon team took home the Academic Decathlon National Championship.

Science Olympiad:

This year we have introduced Science Olympiad to our students. These students will compete in events pertaining to various science disciplines including earth science, chemistry, biology, physics and engineering.

Speech and Debate Team:

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

****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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,130	\$42,315
Mid-Range Teacher Salary	\$71,435	\$66,451
Highest Teacher Salary	\$88,386	\$85,603
Average Principal Salary (Elementary)	\$112,333	\$105,079
Average Principal Salary (Middle)	\$115,940	\$111,005
Average Principal Salary (High)	\$135,548	\$121,310
Superintendent Salary	\$206,000	\$189,899
Percent of Budget for Teacher Salaries	39%	39%
Percent of Budget for Administrative Salaries	6%	6%

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 2014-15)

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.

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, CAHSEE Writing, Power Words, Academic Vocabulary Across the Curriculum, Project Based Learning, and Google Applications into the curriculum. The bulk of the professional development sessions have been devoted to these instructional components.

Throughout the 2014-15 school year, we have dedicated our efforts at implementing strategies, such as 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 training in "Write For the Future and Beyond". 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. In January, the entire staff participated in a MYP all day in-service as part of the authorization process.

Also, our Algebra and Geometry teachers have received specialized training from 2009-2012. In spring of 2015, we have shifted from the traditional pathway to the integrated pathways. Year one of the rolled 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. We utilize the CPM (College Preparatory) curriculum in Integrated Math I, Geometry, and Algebra II 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.

Beginning in the summer of 2015, instructional coaches by content areas facilitated teachers in-services and supported teachers in a variety of instructional focuses such as Close, Reading, Expository Writing, Socratic Seminars, calibration, unit planning, developing common assessments, and other instructional strategies.

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.
- Teachers attend one (1) "early release" collaboration sessions each month where they analyze student performance data and develop SMART 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 Beginning Teacher Support and Assessment (BTSA) 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.